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ABSTRACT

This report contains a collection of papers presented at the conference. Topics covered include evaluation of athletic staff and programs, changing interests and values of teenagers, new athletic facilities, professional preparation of and job security for coaches, public relations, athletic directors' roles, athletic budgets, insurance programs, crowd control, and rules of behavior for athletes. Two papers by students that discuss the merits of high school athletic programs and papers on the status of State high school athletic associations in Minnesota, Illinois, and Ohio are included. (DE)

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Report of the Second National Conference
on Secondary School Athletic Administration
Washington, D.C.
January 12-15, 1969

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Foreword

One of the early activities of the Division of Men's Athletics, following its establishment in the AAHPER structure, was to plan and organize the first national meeting especially designed for those who administer athletic programs for junior and senior high schools. The success of the first conference and the encouragement and assistance it provided for those responsible for the programs of physical education and athletics in the secondary schools of the nation prompted DMA to plan a second meeting early in 1969.

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CARL A. TROESTER, JR.

AAHPER Executive Secretary-Treasurer

Conference Planning Committee

Griffith C. O'Dell	Director of physical education and athletics, Minneapolis Public Schools, Minneapolis, Minnesota. *Chairman*
F. James Perkins	Director of athletics, Riverside-Brookfield Township High School, Riverside, Illinois. *Co-director*
Rex B. Smith	Director of athletics, physical education, and recreation, Parma Public Schools, Parma, Ohio. *Co-director*
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Walter C. Schwank	Director of physical education, University of Montana, Missoula, Montana
Ellsworth Tompkins	Past executive secretary, National Association of Secondary School Principals, National Education Association, Washington, D.C.
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Co-Sponsoring Organizations

American Association of School Administrators
American Association for Health, Physical Education, and Recreation
City and County Directors of Health, Physical Education, and Recreation (AAHPER)
National Association of Secondary School Principals
National Council of State High School Coaches' Associations
National Federation of State High School Athletic Associations
President's Council on Physical Fitness and Sports

Resolutions

Approved by the participants of the Second National Conference on Secondary School Athletic Administration, meeting at the National Education Association Center, Washington, D.C., January 12-15, 1969.

Whereas a principal purpose of interscholastic athletics is to contribute to the physical fitness of youth, and

Whereas the use of tobacco and alcoholic beverages is considered to be deleterious to the health and fitness of teenage athletes, and

Whereas high school age students are at a most impressionable stage given to hero worshipping, and

Whereas there is a need for great dedication on the part of school age athletes to accept training rules which have traditionally included the abstinence of tobacco and alcoholic beverages,

Be it hereby resolved by the delegates at the Second National Conference on Secondary School Athletic Administration that directors of athletics, coaches, trainers and sports officials be earnestly requested to refrain from the use of tobacco and alcohol in the presence of student athletes.*

Whereas the members of the Second National Conference on Secondary School Athletic Administration are concerned with the image portrayed by some professional athletes, and

Whereas the press, radio and television increasingly project our national athletic heroes into the everyday lives of youth, and

Whereas we believe that some professional athletes may forget how powerful their influence is on the lives of youth,

Be it hereby resolved that the National Council of Secondary School Athletic Directors and professional athletic leagues jointly develop exemplary codes for conduct, sportsmanship and grooming which will set an example for the youth of America.

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How School Administrators Evaluate the High School Athletic Program

Owen B. Kiernan

If justification were needed for the endorsement of wholesome high school athlete programs, the pages of history are replete with supporting documentation. As early as the first century A.D., we find general acceptance of the phrase *mens sana in corpore sano* — a sound mind in a sound body. In the 17th century, John Locke referred to this Latin admonition as "a short but full description of a happy state in this world." Fifty years ago in this very city, we enunciated America's seven cardinal principles of education, and the first involved health and stressed the importance of sound minds and sound bodies.

President John F. Kennedy was concerned for a physically fit nation. He said, "The strength of our democracy is no greater than the collective well-being of our people. The vigor of our country is no stronger than the vitality and will of all of our countrymen. The level of physical, mental, moral, and spiritual fitness of every American citizen must be our constant concern."

There are roadblocks which are preventing us from attaining this goal. You know them well, but they warrant repetition until they are eliminated once and for all. "Sideline-itis" or "spectator-itis," as well as

Owen B. Kiernan is executive secretary of the National Association of Secondary School Principals, having assumed this position on January 1, 1969. He previously served as commissioner of education for the Commonwealth of Massachusetts (1957-1968), superintendent of schools in two Massachusetts communities (1955-1951), and principal of elementary through senior high schools in Sandwich, Massachusetts (1935-1944). He earned his Ed.M. from Boston University and his Ed.D. from Harvard University. He received the Distinguished Public Service Award from Boston University in 1966 and the Distinguished Service Award from the Council of Chief State School Officers in 1967. He has served as a member of many special committees, including the Atlantic Treaty Association Education Committee, Executive Committee of the U.S. People to People Program, and the MIT Student Affairs Visiting Committee.

a "let George do it" attitude, have reached epidemic proportions in our society. Have we made substantial inroads into these pernicious diseases over the past six years? I think not. If anything, they appear to be gaining ground in an apathetic citizenry. Today, through every medium of communication we are reminded of the importance of having a good time, accumulating material possessions on a "something-for-nothing" basis, and joining the already over-crowded ranks of the advocates of an all-day coffee break and a year-round cult of ease. We are bombarded with cleverly designed advertisements suggesting the purchase of a milder cigarette, a softer mattress, a pushbutton kitchen, or a super-deluxe car which can be driven effortlessly. Recently one of America's largest industrial cities planned to build a municipal stadium. These were the considerations facing the city officials: the facility was to be built not too far from town and not too far from the nearest parking lot to eliminate the necessity of walking; it was to be built with ramps so that people would not have to step up and with sloping seats so that the spectators might view the games in a semireclining position. Also suggested was an overhanging roof to protect the people from the sun and the wind, and, assuming the games might be dull and uninteresting, an attempt was being made to change a city ordinance to allow for the unlimited sale of alcoholic beverages.

The committee responsible for the Rockefeller Report on Education *(The Pursuit of Excellence)* noted that our citizens must be endlessly catered to, soothed, anointed, protected, healed, cajoled, and generally babied. Security, comfort, and luxury appear to be the idols of this day and age, with success weighed on a scale of dollars and cents. We appear to have forgotten that true greatness cannot be measured by the accumulation of material possessions.

Add to this bleak picture our tendency never to walk if we can ride, never to stand if we can sit, never to use our muscles if we can get a machine to do it. Held in the vicelike grip of this octopus of deterioration are citizens of all ages. No one group has sole claim to these sad statistics. Among our children, it is estimated that 95 percent of the average child's waking hours are spent sitting. Too many of these precious hours are consumed with the child glued to the end of a television tube, mesmerized by trivia. I am concerned, as I know you must be, about television's increasingly powerful influence in shaping the lives of our children. It is a force rivaling the influence of the home, the church, and the school.

I am concerned, also, with the reluctance of parents to set standards by precept and example. On occasion they appear satisfied if the only exercise the child gets is that of using his vocal chords to demand additional conveniences and luxuries. All too frequently school authorities are denounced by these same parents for not providing bus services within a quarter of a mile of the school. They are joined occasionally by physicians who, with little conscience, sign exemption petitions or waivers certifying that an overfed boy or girl should be excused from physical education classes. Under this system, the child doesn't grow — he swells!

To compound the problem, we now face increasing militancy and unrest, to say nothing of actual violence, on far too many college and secondary school campuses. With this tragic state of affairs, interest and participation in athletic endeavors has decreased substantially on many campuses. The only exercise some of our college extremists are getting is jumping at false conclusions, running down our democratic society, and sidestepping their responsibilities. Occasionally this routine is varied by the introduction of throwing exercises, that is, Molotov cocktails and cobblestones from the streets of our cities. If I needed further proof of the value of wholesome sports activities I could ask how many times athletes have been found among the agitators and rabble-rousers. In fact, it was the Columbia football team which appropriately attempted to restore order on that riot-torn campus last spring.

This situation is not unique to America. Earlier this year, while on a 50,000-mile, world-wide mission for the Ford Foundation, I observed riotous conditions at universities in Tokyo, Delhi, Rome, Stockholm, and London. Also, I was present at the Sorbonne when the French revolt broke out last spring. At no time did I see a demonstrator or militant who even approached the appearance of an athlete. Most of them were emaciated-looking sad sacks who were having great difficulty finding sufficient strength to hold aloft placards which denounced education in particular and society in general. Among this weird assortment of malcontents, oddballs, and misfits were alleged leaders whose only claim to fame was the possession of a loud voice. How much better it would have been if it could have been put to good use at an athletic contest. In fairness, however, I should point out that many of the agitators had little or no relationship with the academic community. They were drifters and hangers-on looking for an appropriate locale from which to sell their poisonous wares. Their purpose quite clearly was the destruction of society.

But let me return to the more positive and wholesome considerations of our athletic programs. They are not, in the language of Shakespeare, "a thing apart." There is a need, however, for continuing evaluation and a recheck on their placement in the total educational program. Similar assessments, of course, are justified for all courses and activities in the field of secondary education. In checking athletic program values, the administrator deals with both tangible and intangible items. With each, searching questions should be raised and arguments by assertion avoided. Among measurable checks are the following: the number of participants in each program directly and indirectly involved; the costs in staff time and money; the proper utilization of facilities for all school events; the appropriate recognition of all participants; the relevance of each sport to the individual, his school, and society in general; and the carry-over values in school and in postschool years.

On the intangible side of the ledger, yardsticks and criteria for measuring program effectiveness are conspicuous by their absence. Yet, the development of school spirit is one of the most significant contributions any athletic program can make. It generates a justified sense of pride in the school and a necessary sense of belonging. Meaningful participation returns many dividends, not the least of which are the making of lasting friendships and the elimination of prejudice. On the playing field, differences in racial, religious, political, economic, or ethnic backgrounds shrink to insignificance. And team spirit does remarkable, almost miraculous things for participant and observer alike. This past year I watched a son who played offensive right end for Harvard, which was picked for a 3 win-6 loss record in the Ivy League. With the development of a true team spirit, they finished the year undefeated and came from behind in the last 42 seconds of the Yale game to do so. Even the pros would have had difficulty in matching Harvard's 16 points in those few remaining seconds. Admittedly, spirit remains in the category of the intangible, but its contribution to the overall welfare of a school or college is something every administrator realizes and appreciates.

On the question of participation and spirit, it may be appropriate to refer again to what your counterparts around the world are doing. This past summer I was privileged to speak to the National Federation of State High School Athletic Associations. On that occasion, I selected examples of full and active participation which I observed on my overseas mission. They were impressive and bear repeating.

In Melbourne, Australia, at every school and college I was privileged to visit I found spacious athletic facilities in full use. At the close of the academic day, every corner of the athletic field was a beehive of wholesome activity. Although cricket was by far the most popular sport, students were engaged in a broad spectrum of activities leading toward physical fitness. At one public (private in our system of education) grammar school (secondary level), no less than 12 crews were practicing on a nearby river.

In Kyoto, Japan, although the weather was brisk for mid-March, baseball was in full swing. Even a brief snow shower did not interrupt the games in progress. On one clay- and gravel-covered facility, four games were being played simultaneously. The level of pitching, hitting, baserunning, and all other aspects of the game would have brought joy to the heart of any admirer of America's "most popular sport." On each of the benches were many eager second stringers. Compare this with the complaint of a baseball coach at one of our medium-sized high schools, that his total squad for this past season was comprised of only 11 boys.

In Karachi, Pakistan, the Intercontinental Hotel where I was staying overlooked an immense athletic field of perhaps 15 or 20 acres. As was the case in Japan, there wasn't a blade of grass to be found anywhere. The heat of many years had baked the soil to a hard-packed surface. Occasionally, a light breeze would cause billows of fine, yellow dust to sweep across the playing area. In spite of these adverse conditions, the field was in full use by soccer players of all ages. Again by way of comparison with our enthusiasm, or lack thereof, these games got underway at 6:30 A.M.

In Moscow, U.S.S.R., participation most assuredly is the key word in education and athletics. The president of the Light Athletic Federation of the U.S.S.R. demonstrated this to me by drawing a picture of a pyramid. At the base of the pyramid were 22 million Soviet students. Each one of these participated in athletic contests at his own school on the local level. From among these competitors the champions were selected, medals were bestowed upon them, and they were given appropriate accolades in the local press. Next they were required to compete on regional and state levels, following which they traveled to Moscow for national competitions. When the events were completed at this level, 5,600 national champions were crowned. Visualize the pyramid of participation with a base of 22 million and an apex honoring 5,600 champions.

An interesting sidelight on the Russian scene involves the famous Moskva outdoor swimming pool. Located in the heart of Moscow, this gigantic swimming arena has at least a dozen different sections with facilities for all ages and for everyone from beginners to professionals. The most unusual feature is that it is used 12 months a year. Although the water is heated to withstand the bitterly cold winters, it still takes a full commitment to the goal of physical fitness to trudge through snow drifts and below-zero temperatures for one's daily swim.

At this point, let me return to the question of how the administrator evaluates high school athletics. Although definitely negative in approach, there may be some value in examining the complaints of our athletic program detractors. You have heard their condemnatory remarks previously and the record goes something like this: "Only intellectual endeavors should be allowed on a school or college campus." "Sports are too violent, particularly football and hockey where a 'Kill 'em!' attitude is encouraged." "There are too few participants on each team and within the total sports program." "Too many coaches and athletic directors are afflicted with 'varsity-itis' with the resulting subordination of intramural and class programs." "Sports are far too costly, particularly when compared to other necessary extracurricular activities." "Varsity sports are too time-consuming and deny students necessary periods for study." "There is a definite overemphasis on winning." "Puppets rather than student leaders are being trained. Some coaches insist on sending in every signal from the bench via a shuttle system." "Sports are not truly relevant to the basic education program."

Again we should turn our athletic coin over to the positive side. In so doing, it is appropriate to check beyond the confines of the administrative offices. How is the program regarded by the faculty, the student body, parents, and the general citizenry? Is there truly a reasonable balance in our curricular and extracurricular programs?

In this connection, I recall a very brilliant mathematics teacher who spent many hours each year in preparing students for college board examinations. It was her contention that several other professionals should be employed to assist in this most worthwhile effort. There was no question that the mathematics department was understaffed, but her precise complaint involved the lack of balance within the total program. She was disturbed by the fact that she did her tutoring alone, but beneath her classroom window on the football field were eight coaches training fewer boys than those involved with mathematics. She observed backfield coaches, offensive line coaches, defensive line coaches, end coaches, kicking coaches, coaches for line backers, and so forth. Giving the devil his (in this case, her) due, there is justification in raising the issue of appropriate balance. Although an oversimplification, the best approach would involve the strengthening of the mathematics department in terms of tutorial assistance, rather than denouncing the student-coach ratios in the football program.

The development of closer scholar-athlete relationships will help toward a better balance. The recent establishment of the National Scholar-Athlete Award Program cosponsored by AAHPER, the National Council of State High School Coaches' Associations, and the National Association of Secondary School Principals is certainly a step in the right direction and should be commended.

Let me conclude as I began — with a ringing endorsement of any and all programs which produce the sound body to house the sound mind. People around the glode are conscious of the importance of a strong health, physical education, and recreation program. There was no question with these leaders and the student participants that athletics were a bona fide phase of total education. They are committed to a physically fit nation as we should be to a physically fit America. If our programs are underwritten adequately and supported enthusiastically, this goal can be attained. With your continuing assistance, I am confident that it will be.

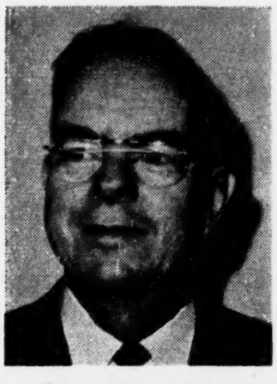
Needed Changes in Secondary Schools with Special Reference to Health, Fitness, and Recreation

J. Lloyd Trump

Class size in health, fitness, and recreation, as in other areas of the curriculum, varies with the purposes and content of instruction. There are three types of classes: 100-150 (more or less) students for large-group instruction; 15 or less for small-group discussion; and various sized groups, and at times, individual study, for work in learning centers in and outside the school.

Large-group instruction. The most competent available person on the school staff or from outside the school will present ideas through talks and demonstrations to relatively large groups of students in order to save time and energy of staff as well as to make these "best persons" logistically available to *all* of the students. Mostly this instruction will be conducted in face-to-face groups with the aid of an overhead projector. At other times, it will take place via television, video tape, or films.

Recreation interests will thus be stimulated by putting students in contact with someone "fired up" with an area of interest. A respected physician will describe health practices. Physical fitness will be explained and demonstrated. The most competent teacher will show how to develop basic skills in a sport. Most of the time these large groups will be coeducational. Usually the make-up of the group will depend on past training, knowledge, and skills. The purposes will determine the constituency of the groups.



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Small-group discussion. Classes of 15 or fewer students will meet regularly with a professional teacher to discuss problems and programs. The group is small so all may participate in the discussions. The teacher acts mainly as a consultant and observer. The make-up of these small classes can be changed at will as the needs of students change. The small group combines therapeutic and instructional services to students.

Independent study. The health, fitness, and recreation learning resources centers are places where students individually, or in small or large groups, learn by doing. They will learn and practice physical fitness exercises which they can also do at home. They will learn the fundamental skills of games that can be played at other times in gymnasiums and on playing fields at school and in the community. They will practice hobbies that can be recreational interests at home and in the community.

The centers provide space for physical activities as described while other centers house automated learning devices (teaching machines for self-instruction by individuals and small groups). Also there are materials to read, films to observe, dial access systems, and the like. Students are able to tell immediately whether or not they have learned, and what they need to do next. Other appropriate supplies are provided so the varied needs of students can be served. Obviously, not all learning takes place in the school building. Libraries, recreation areas, museums, and a variety of other community resources also are utilized, especially by pupils with special projects.

The purpose of the program is to develop individual responsibility for the student's own learning. All students will be expected to follow systematic programs of fitness, games, recreation, and good physical and mental health habits outside these minimum times. Teachers will know about these practices of students as they listen to the discussions in the small groups, observe physical and mental adjustment and developments, and analyze records of home and community activities.

Some students will study in depth in these fields just as some other students concentrate on mathematics, science, or history. These students will spend many more minutes per week in large and small groups, in the learning centers, in the gymnasiums, and on the playing fields. Some of them will play on intramural teams and others will represent the school on interscholastic teams. Who participates and to what extent will be based on professional decisions rather than on clerical decisions as in today's school. (Arbitrarily limiting participation on an interscholastic team to those passing three subjects is an example of a clerical decision.)

Student participation in programs of health, fitness, and recreation will be facilitated by the total schedule of the school. In the future other subjects will not meet on a five-day-a-week basis, but like the health, fitness, and recreation classes will be related to the purposes and content of instruction. The average student will be in regularly scheduled groups no more than 8-10 hours per week. Greater flexibility in time use will result.

The building facilities for health, fitness, and recreation, like those for other subject areas, will be available to students more hours per day, more days per week, and for more weeks in the year. Students will be under the supervision of competent adults during these extra times, but not necessarily under professional teachers.

The United States leads the world in the proportion of its youth enrolled in secondary schools. More than 16,000,000 pupils are involved. What changes in these young people is their secondary education producing? And how may the schools themselves be changed to serve these students better?

Our experiences during the past 12 years in educational innovations have produced considerable knowhow in methods of changing schools. The concepts of team teaching, independent study, large-group instruction, small-group discussion, flexible scheduling, and the like, were *then* relatively vague. *Now,* we know how to do these things and how to relate them to each other. We understand better the evaluation process.

The Health-Fitness-and-Recreation Program

Teaching and learning in health, fitness, and recreation should be required every year a pupil is in school. The same situation applies to the other seven areas of human knowledge. For all pupils there are two regularly scheduled class meetings per week — one *large-group instruction* and one *small-group discussion* — each lasting 30 minutes. Also, each week there is some required independent study in the two learning resource centers for health, fitness, and recreation. The amount of time a given pupil spends in independent study varies with his needs, interests, and talents. Some will require as little as 90 minutes per week; others as many as 8-10 hours. Each pupil's program is designed especially for him. Flexible schedules make these arrangements possible.

The Instructional Staff

The school program needs to dramatically change the teacher's current role of teaching 25 hours per week in conventional classrooms (often with other assigned responsibilities). In the innovative school the typical teacher (with individual variations) is scheduled with groups of pupils about 10 hours per week. Having the rest of the time free from classroom routine is essential if the teacher is to prepare adequately for the new teaching methods to be used.

This typical teacher in the innovative program should have only one or two preparations per week. These preparations involve getting ready for large-group presentations which aim to give pupils information not readily available elsewhere that will help them to learn what they are supposed to learn, to motivate them by awakening interest, and to make assignments. The oral assignments are complemented by duplicated materials which tell pupils of diverse talents and interests what they are expected to know and how to go about learning it. Each of these presentations should last about

35 minutes. The teacher's schedule also includes sitting in with pupils in groups of 15 or less who are learning how to talk to each other, how to listen, how to discuss, and how to respect each other in the process. There will be 14-16 of these groups, each scheduled for about 35 minutes.

The rest of the teacher's day is spent in planning for the independent study of pupils, checking from time to time on the independent study centers to see what progress is occurring, preparing, conferring with colleagues, improving evaluation, and in other aspects of the teaching-learning process.

Some of the teacher's time is spent in seeing pupils who need special help as they are referred to the teachers by the person supervising the independent study centers. Each teacher also serves as a teacher-counselor for about 35 pupils. She knows these pupils as total human beings, collects information about them from their various teachers and from standardized tests and inventories given by the school, and learns about their home situations. She does not regularly meet the pupils as a group.

Of course, the teacher also participates in a variety of staff meetings and independent study activities designed to help her perform these various tasks well. The teacher's work week will be reduced to approximately 40 hours, of which 30 hours are spent on the school premises.

These professional teachers need to work with three kinds of assistants. Here we use the same three categories that we described more than a decade ago in papers and in a booklet, *Images of the Future:*

1. Instruction Assistants. Housewives, upperclassmen in teacher education programs, and retired teachers, each with the equivalent of about two years of college training in the subject field in which they help, supervise independent study areas, help with preparing materials and evaluating pupil progress. They work part-time, usually 10 to 30 hours per week — the number of hours per week is equal to 20 times the number of professional teachers in the school (for example, in a school with 36 teachers, instruction assistants work a total of 720 hours per week).
2. Clerks. High school graduates with skills in typing, duplicating, record keeping, etc., whose total number of hours worked per week equals 10 times the number of professional teachers. (For example, a school with 36 teachers has 9 full-time clerks assigned to the teachers.)
3. General Aides. Housewives lacking training in a subject field or clerical skills are employed to get materials out and put them away, sell tickets, supervise non-study areas, etc. They work part time — the number of hours per week equals 5 times the number of professional teachers. (For example, 36 teachers have 180 hours per week help from general aides.)

The foregoing assistants are paid workers, selected with care to do specific tasks. At times their services are supplemented by *community consultants* who volunteer without pay for a specific assignment such as a presentation to a student group, service as a chaperone, or preparation of a special exhibit.

Each teacher needs an office with at least partial privacy. Nearby are work areas for clerks and instruction assistants, meeting rooms, and other work rooms where teachers can design instructional materials, keep records, and the like.

The Pupil's Program

The typical schedule of a pupil should include about eight presentations per week, one in each of the major subject areas of the school, each lasting approximately 35 minutes. Similarly, the pupil's schedule should include one small-group discussion session of about one-half hour with about 14 other pupils in each subject field. The balance of his time, approximately 60 percent of the week, should be spent in independent study.

We define "independent study" simply as what pupils do when their teachers stop talking. It is sometimes done individually, more often in various sized groups. Pupils read, view, listen, write, and do both what their teachers require and what is described as working in greater depth or being creative. There will be a substantial increase in the quality and quantity of independent study as schools develop better resource centers and other learning areas inside the school, and as effective arrangements are made with offices, industries, museums, institutes, and other learning areas in the community. Also, school programs will develop retrieval systems that make it possible for pupils to tap resources both in the storage places of the school and in the community.

The curriculum needs to be organized on a continuous progress basis so that pupils do not waste time waiting for other pupils to catch up or by being frustrated by work which is too difficult for them. In other words, each pupil is able to find quickly his place in the required curriculum so that he can move on from where he is now to an advanced program.

The foregoing arrangements will intensify pupil motivation, as will the fact that each pupil has time to devote to studies that are particularly interesting to him or helping him toward his future goals. Superior presentations and the opportunity to meet in a small group to discuss topics that interest him will provide added motivation. Evaluation will be based on individual pupil progress rather than a comparison of the pupil with the group he happens to be in.

Introducing Different Evaluative Criteria

Innovative schools need new criteria to replace the usual criteria now being enforced by accrediting associations and state education departments. They need to evolve more valid ways of judging the excellence of the product, based on the goals of new teaching methods. The extent to which learning is individualized for pupils, that teachers become more professional, that curriculum is refined, and that facilities are better utilized should determine the worth of the program. These schools should receive permission from accrediting agencies and state education departments to be excused from existing criteria and in their place to provide more detailed evaluations.

What outcomes should be expected? Here is one example. Students who develop more responsibility for their own learning increasingly work in learning resource centers inside and outside the school with minimal faculty supervision. Not only do they learn the essential facts, concepts, and skills of each subject, they also go beyond these minimums to greater depths and creative approaches. They demonstrate effective skills in selecting special projects, utilize appropriate human and material resources, show self-discipline and persistence, evaluate their own productivity in relation to stated purposes, and show creative solutions.

Furthermore, pupils who develop better skills in oral communications and interpersonal relations express ideas frequently in discussion groups. When they speak, they build on what others say. They use accurate facts and ideas to support their own points. They respect and show understanding of what other pupils bring to the discussion. They relate better to other persons and evoke better reactions from them.

Pupils apply what they learn in new situations. The effectiveness of the school's intercultural education program is not measured merely by how well pupils perform on tests and attitude scales. Observations are made and reported about relations among cultural groups in the school and community environment. For example, do Negroes and whites still separate in the school cafeteria or in classrooms? How do various pupils cope with community problems?

Evaluation emphasizes in many aspects the behavioral or performance outcomes of education, in addition to the acquisition of facts and understandings. The old saying, "The proof of the pudding is in the eating," applies also to evaluation. Data should be collected regularly to reveal pupil accomplishments, costs, professional accomplishments of teachers, utilization of facilities, and the like. Comparisons should be made with conventional schools of similar size, composition, and other similar characteristics. Publications should be prepared and distributed regularly to show the school's progress in achieving the foregoing goals.

Advantages of innovative schools include:

1. All students every year they are in school will receive motivation and assistance from the most able persons on the staff or in the community.
2. The professional competences, as well as individual differences in strength, of the professional teachers will be utilized.
3. Individual differences among students will be recognized more quickly in discussion groups of 15, and in work in independent study.
4. Teachers will have more time to plan and evaluate instruction. Clerks, instruction assistants, and general aides will help them accumulate data and keep better records of individual student needs and accomplishments.
5. The purpose of instruction will be to develop individual responsibility on the part of students for personal programs.
6. What happens in health, fitness, and recreation outside of school will be integrated more closely with what happens inside the classrooms.

7. The playing of games in either intramural or interscholastic competition will be an outgrowth of instruction in the classroom rather than the major determinant of how time is spent in the classroom and the nature of the spaces where instruction occurs.

8. Some significant steps will be taken to raise the professional standards of teachers. Teachers will do the teaching, clerks the clerking, instruction assistants and general aides the subprofessional tasks, and machines will automate some parts of teaching.

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- "Are You Asking the Right Questions?" 2 pp.
- "How Excellent Are Teaching and Learning in Your School?" 11 pp.
- "Providing More Equal Educational Opportunities for Youth," 9 pp.

Changing Values and Interests of the Modern Teenager

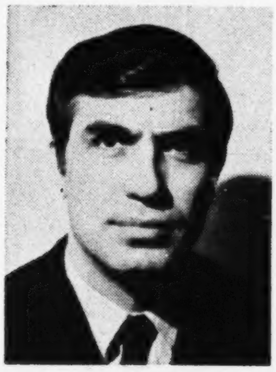
Julio George

Several thousand years ago Socrates described the generation gap existing in his time with these words: "Our youth today love luxury. They have bad manners, contempt for authority and direspect for older people. Children nowadays are tyrants. They contradict their parents, gobble their food, and tyrannize their teachers."

Many of us today find comfort in these words because they temper our concern for the current generation conflict. Socrates reminds us that adolescents were no different 23 centuries ago and, if this is so, is he not describing a developmental process characteristic of all youth? If we can be patient and tolerate their behavior, our young will pass through this awkward stage and will mature into adulthood, metamorphosing into a recognizable form that is more rational because they will become like us, embracing our values and venerating our institutions.

There was a time when this viewpoint may have been valid, perhaps when we were adolescents. The generation conflict then was a traditional gap that was universal and more congruent with Socrates' perceptions. In the past, youth wanted to replace us and generally claimed that they could perform better than their elders at their own game. Youth in the past, involved itself in the elders' games and ensured the continuance of the game.

When you and I were young, we lived in a society that did not have to contend with ambiguity. Our parents were just recovering from a great depression and the security of a paycheck every week was of prime importance. We lived for the most part in small towns or in neighborhoods of



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large cities and everything was pretty well defined. We had friends we knew well and who remained a part of the group throughout our entire public school experience because most of us had deep roots in the community in which we lived and few families moved from place to place. We witnessed a great war that most of us supported because it was the good guys against the bad guys. As students, we seldom challenged our teachers. We may have been disruptive in some classes, but the teacher was the authority in the subject field and always knew best.

For many of us, the school was the center of our lives. Most of the success symbols emanated from there. Remember gold stars on report cards, the significance of a football letter, and the highlight of the teenage experience—the initiation rite performed by a ritual we called graduation? Those of us who lost interest in schooling or who could not afford the luxury of an education could seek recognition through the dignity of work. At that time there was a sufficient market for unskilled labor, and the opportunity was available to prove your worth on the job.

The generations differed from each other in style, in mode of expression perhaps, but the institutions, the rules, and the value systems were inviolate. The main bone of contention was who should be in the pilot's seat.

This analogy is no longer valid for today's generation gap. Today's youth is not interested in taking over the controls of the airplane. In fact, they don't even want to be passengers. The plane's destination holds little interest for them and they are sure that this vehicle is not only headed in the wrong direction but is unsafe and doomed to crash because it is structurally defective.

Students of today are unlike those of previous eras. They have grown up in circumstances of unprecedented economic development. They have seen our nation prosper and do not remember things such as prohibition, the stock market crash, the depression, the CCC, President Franklin Delano Roosevelt, Jimmy Doolittle, Colin P. Kelly, or even Jack Armstrong, the All American Boy.

Today's youth can no longer be taken for granted or treated as organisms experiencing an awkward stage in their development. They are a viable force influencing us to examine and re-evaluate our present institutions, rules, and values. The Western ethic of hard work, self-denial, success, and responsibility is being challenged by a significant number of our youth who are determined to change the structure of our society.

Their war is Vietnam; their world is clouded by nuclear proliferation, an ill-defined cold war, amazing technological advances, urban decay, rioting, and a bombardment of sights and sounds via readily available media. They are no longer protected by time and distance, as we once were. They witnessed the assassination of their President, a presidential candidate, and the leader of a movement involving a minority group with which they sympathized. They traveled to the moon and back with our astronauts. They are witnesses to every action as it occurs—in color.

Moreover, these students have been raised differently. By comparison with the past, their parents have been permissive; their families have been on the move; many come from broken homes. Their relationships with their parents and their peers bear the impact of psychology and psychiatry. These young people have been influenced by increased freedom. Free expression is cultivated in their schools, and they know few taboos or restraints in the press, movies, and television. They have been encouraged and permitted to form their own subcultures, and the resultant gap between these subcultures and the culture as adults know it has grown ever larger.

They are a part of a highly mobile society. In our day, we seldom left the community unless it was to join our parents on a vacation at a nearby lake or resort. Often a school trip provided the only means of visiting other places. My young son has seen more of this country than I had in my first 22 years of life. He has been on both coasts and has traveled on trains, buses, airplanes, helicopters, and ships and has had the unmitigated gall to complain about the length of time it takes to travel from Los Angeles to New York City in a near sonic jet.

Two striking results of this phenomenon have been the rejection by many young people of the values, experience, and advice of adults, and the misunderstanding of youth by adults who have grown unable and unwilling to establish a meaningful dialogue with them.

As one college freshman wrote recently, "Our morals, or lack of morals, show our increasing conviction that there is nothing absolute or dependable in this world, that nothing is real and no purpose is valid unless we make it so and believe in it. There is no God, or if there is, the code that people attribute to him is only an invention of man. There is no country in itself worthy of patriotism, unless its ideals coincide with what we personally feel is just."

Many of our youth are turning inward—to that "inner reality." Many young people talk about "turning on" and "tuning out," about exploring that far-out frontier of inner space.

Even the place of youth in our modern society is undefined. The transition from youth to adulthood is unclear. Until the modern period in history every society had its rites of passage—its ceremonies and rituals through which youth must go in order to become adults. Now we don't know when to end childhood and become adults, and this has had grave consequences on us as a society. Instead, we have a "no-man's land" of quasi-children and semi-adults. Those who dwell in this land have the names with which we are all familiar: subteens, teens, adolescents, teeny-boppers, and hippies.

The world of these quasi-children and semi-adults is motivated by change. Everywhere the word is change. Change in business, in clothes, in morals, in science, in religion, and in education. The change is abrasive, anxiety-arousing, relentless, and persuasive. With this change there is an undermining of authority. Established authorities are losing their persuasiveness and perhaps even their relevance. The questioning of authority is widespread, with attacks on the "establishment" and doubt as to whether anyone over thirty can be trusted.

In this changing society, identity is no longer conferred; it must be discovered or created. The question "Who am I?" is constantly asked. The youth subculture, which once sought to submerge its identity in an eagerness to become adult, now asserts its identity in protest against "adult culture."

Against the onslaught of change, many leaders and writers are counseling a doctrine which calls for abandoning our heritage and our traditions. I find that little thought is ever given by these "prophets" to the consequences of such advice. To me, this theme is the essence of irresponsibility. Rather than abandon much of our culture, our judgments, and our civilization in seeking new paths, we need to rediscover this culture and civilization. We need a massive quest for a serviceable past. We need to turn outward with renewed sensitivity and energy, not to turn away into a philosophy of escape.

The most significant action we can take is to provide an opportunity for every boy and girl to do honest work through valued service. Much of the present behavior of youth and adults can be truthfully described as irresponsible. A great deal of the cause of this irresponsibility stems from the failure of adult society to demand, to use, and to value the honest labor and service of young people. We have eradicated the burden of child labor, but we have removed young people too far from the strengthening fires of work and service beside adults who need youth to rediscover the usable past and share the necessary energy to face an uncertain future.

The experience of work and service requires involvement. Those who organize or serve in such a program are advised to be responsible adults. Our young people need models—living standards to emulate. How many of them have talked with or have been around responsible adults? Every boy and girl living in our free, dynamic society must be given opportunities to pioneer, to contribute a fair share to the building and development of our land while they are young. The counsel of delay, of the pot at the end of the formal education, degree-strewn rainbow, will not do.

So many teenagers are bored, restless, well fed, and eager to do something. We have no place for them in our towns and cities. Even the drive-ins are becoming off limits, and the police are getting very adept at stopping drag races.

Shall the sole alternative for "kicks" be the exploration of the inner frontier? At a time when much attention is focused on the psychedelic set, it would be a veritable breath of fresh air to watch a group of real adventures on a different sort of "trip" that requires, demands, and rewards discipline, skill, and courage.

I believe the following statements about youth are true. If this is so, they suggest a dramatic change in the way we now are using and training youth in our society.

1. Youth can be trusted.
2. Youth wants to know the world around them.
3. Knowing the world and its human agents (adults) is good for youth.
4. Working with responsible adults in a serving, participating relationship leads to growth and responsible behavior for youth.
5. Youth enjoys good teamwork, friendship, and a place to belong.

6. Youth is tough and able to "take it."
7. Youth wants to feel important, to be needed, and to be useful.
8. Youth would rather work than be idle.
9. Youth prefers meaningful, socially valued work to meaningless, make-work.
10. Youth likes to be publicly appreciated.
11. Youth prefers active responsibility to passive dependency most of the time.
12. Youth would rather be interested than bored.
13. Youth needs adventure.

There was a time when adults could afford the luxury of time. In the past, the young did not experience the world as adults knew it and they were dependent upon us for a long period of time. Quite often we deceived them out of compassion because we felt that many of the hard and cynical facts of the real world would be unbearable for the young. We can no longer live with this mode of upbringing. The mass media is too effective in its immediate communication of knowledge and the audience is not selected by age groups. Myths and beliefs are now vigorously scrutinized. In a technological era that has triggered a knowledge explosion, the message of science and rationality has helped to produce a generation more susceptible to change and less tolerant of irrationality. We can no longer legitimize our authority on the basis of age and position alone.

The opportunity to achieve this is before us. We, the adults, can contribute our age, experience, and organization, and the young can contribute their energy, vitality, idealism, and social consciousness. We desperately need each other! If we succeed, together we may discover a 21st-century humanism that can be lived, not just talked about.

New Trends in Athletic Facilities

Harold B. Gores

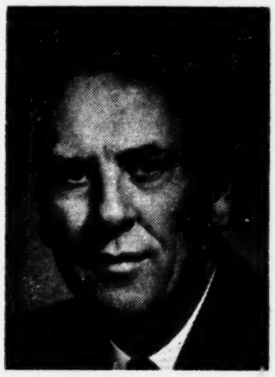
I am the head of a small foundation called Educational Facilities Laboratories. We have $2,000,000 a year to help schools and colleges with their physical problems. We are a laboratory; we do not make gifts, but we do put quite a little money into the athletic side of education.

I am presently writing a chapter for a book entitled *High School 1980* which will be coming out next year. The chapter is on high school facilities, and presented here is a preview of the section having to do with physical education, health, and recreation facilities of the future.

Nearly a hundred years ago, thanks to the demonstration of rhythmic gymnastics by German and Scandinavian gymnasts at the World's Columbia Exhibition in Chicago in 1893, schools purchased wands and dumbbells and began to build the American student's body.

At the turn of the century, schools were well on their way to improving the physical well-being of their students when the game of basketball arrived. This game, invented at Springfield College in 1891, involved an inflated ball which was dropped through an elevated peach basket hoop. So great was this game's natural charm and its potential at the box office that the wands, the dumbbells, and related apparartus went promptly to the school's attic. (In fact, two different high schools at which I served in the 1930's still had an attic full of wands and dumbbells left over from this earlier age.) Any high school seeking respectability and public confidence had to have a basketball box, still called a gymnasium, in which to develop the skills of its already best-coordinated youth.

In small towns everywhere, but in the Midwest especially, the game of basketball captured the public interest and, alas, became an acceptable



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substitute for physical education in many schools. Later there was even a rich professional future for boys whose pituitary derangement endowed them with stature approaching seven feet.

By 1970, interscholastic baseball had died at the gate; football was losing to the competition of professionals playing on television. Only basketball, in a special facility designed to its requirements and frequently costing as much as a fourth of the total cost of the school, had the economic viability to survive into the 1970's as the last vestige of education's sports biz. In many schools, basketball bore the same relation to education, as Robert Hutchins once said about college football, that bullfighting does to agriculture.

But in the 1970's, as urbanization and affluence increased, as more persons were jogging for their lives, as the medical profession spoke out more clearly on the relation of good health to cardiovascular tone, education was moved to provide programs and facilities for physical fitness and lifetime sports for all.

Not the least of the thrust came from the students themselves (I am talking 1980 now) who, being taken increasingly into partnership in educational policy planning, were aghast to discover, and promptly set out to fix, the maldistribution of funds spent on the development of so few for the entertainment of the declining many.

By 1980, the basketball box will have been replaced or supplemented by a new art form, the outlines of which began to emerge in the late '50's as the field house. Many of these earlier field houses were little more than basketball floors stuffed into domed circular containers. Yet, they represented an advance if only that the change in nomenclature implied the intent to serve more than gymnasts.

Just as the gymnasium had progressed to the field house, the latter, without dropping the name, became in the 1970's a great simulated outdoor area. Depending on the severity of the climate, these new field houses will be rigid shells or partially air-supported membranes—great scoops of the sky providing universal space uninterrupted by interior posts. Goodyear Rubber is working on this intensively. Their object eventually is to cover four acres with a membrane, the cost of which should be about $1.50 a square foot and 5 cents a square foot annual maintenance, partially air-supported, partially cable-supported and capable of being patched without deflation.

Irrespective of the region, whether North or South, the field house will be climate controlled against heat or cold. It will be an acre of June. Within, the floors will be whatever surfaces are appropriate to the chosen activities. Plastic ice for skating, artificial turf for field games, composition floors for track, hard floors for basketball and dancing. Some of these surfaces will be layered to enable quick change and to achieve multiple use of space. Savings on the shell of the building will go to offset the cost of the variety of floor surfaces, the air conditioning to enable year-round use, and the lighting. The overall cost per use, day and night, will drop substantially; and cost per use, not cost per square foot, is the criterion for economy. Moreover, the field house, with its multiple use of space and its artificial surfaces (which, unlike natural grass, never have to be rested) offer substantial economy for urban schools located on expensive land.

The economy of the field house is in its accommodation of a wide range of activities for the student body and the whole community, day and night, irrespective of the weather. Barnaby Keeney, former President of Brown University, in seeking all-weather facilities for physical education, athletics, and recreation, said, "Here in Providence, Rhode Island, it is primitive to let the weather determine the program. We don't play lacrosse at Brown; we only cancel it."

In Bethesda, Maryland, seven years ago, Educational Facilities Laboratories put up the $25,000 that enabled the geodesic dome field house to be in competition in the open market with the standard and conventional basketball box gymnasium. The school board agreed that if the dome came in reasonably equal, they would build it. The question was who would pay for two sets of plans—certainly not the taxpayers of Maryland. So we put up the additional money. The dome came in at $2.37 a square foot less than the conventional box against which it was bid.

Early in the 1960's EFL helped with the planning of a high school in Kansas which was one of the first to use a domed roof for physical education. EFL has also supported some of the experimentation in air-supported bubbles at the Forman School in Litchfield, Connecticut. It came about simply because the headmaster needed a gymnasium and had only $25,000. The longer he talked, the clearer it was that he really didn't need a gymnasium; he needed a space for certain types of activities other than basketball. Basketball could be played in the existing facility. So we gave him the money to go on the road and to see whether and how close he could come to a $25,000 gymnasium in which—from September to June—he could run a physical education and athletic program. He finally wound up with a bubble, putting the first one over a swimming pool, the second one over a field of artificial turf, and more recently, a third one over a hockey rink.

This, obviously, is the poor man's answer to covered space. It is the cheapest way to set a membrane between the people and the weather.

In Greeley, Colorado, EFL helped to experiment with a semi-enclosed shelter. Many of the days there are delightful, but there are some days when the wind sweeps across the plains and an enclosure is required. We sought a building that would open and close, that literally could turn its back against the wind, from whichever direction it came and, under certain circumstances, turn its back against all four directions of the compass.

We need more experimentation with this building type. Perhaps some one has an idea of how to construct a building that opens up when the weather is benign but closes itself on any or all sides in bad weather. The plastic industry, certainly, should be alerted to this need.

EFL has worked with artificial turf and in 1959 we made a grant to the New York City Schools to investigate the use of rooftops for additional facilities. The typical inner-city school is a great masonry fortress afloat on a sea of blacktop and surrounded by a chainlink fence and two basketball hoops. If it were our intention to devise the kind of school that would drive the middle class out of the central city toward the suburbs or into private education, today's inner-city school is the ideal instrument.

Because city land is so expensive, we looked to the rooftops, designing the schools like a flattop—anything that must jut through the roof will be stacked to one side as on an aircraft carrier. One school in England has real grass on the roof, but no one is allowed to step on it. The grass had been put on the roof only to please those living in adjacent high-rise apartment buildings.

Because natural grass could not withstand continuous use on a roof-top playground, we turned to the textile industry, asking that they create artificial grass. Several corporations responded, especially American Biltrite Rubber and Monsanto. American Biltrite Rubber's product was put in the Forman School's bubble, and Monsanto's product, which later was named Astroturf, was installed in the Moses Brown School in Providence, Rhode Island. From the Moses Brown installation in 1964 has come a whole new industry. Our cities are building more enclosed stadiums not only to increase their utilization but to reduce knee and ankle injuries in football. One company has a market target of 40 outdoor fields for next year; another has 10. Artificial fields are emerging and will eventually get to the American high school as soon as enough people realize the economy of having a field that never has to be rested.

The old formulas for size of school sites—20 acres plus an acre for every hundred children—are based on a suburban concept of what a school is. If 20 acres plus an acre for every hundred children were applied in some parts of Manhattan, the student body would be wiped out.

Such formulas are now made obsolete by the playing surface that does not have to be rested. Instead of taking more land and razing the houses on it at great expense, schools should try methods that will give higher utilization.

For the last three years EFL has contributed to the salary of Dick Theibert, former director of Athletics at Brown University, now at Chapman College in Orange, California, in order that he be released to work with industry in developing the new materials. Nothing is too experimental for him to consider. Not long ago he asked my opinion about an aluminum bat. "We have a company," he said, "that can make an aluminum bat that is guaranteed by the engineers not to alter batting averages or home run output. Furthermore, it won't sting the hands, and it won't splinter. How do we get this thing started?"

We have put money into an experiment to use cold air instead of brine-filled pipes to make ice. Two such rinks are already in use and I am told by one manufacturer that 10 more are in prospect this year. We have just started another experiment at Purdue, trying to make ice by passing Freon gas through thin aluminum tubes in much the way trucks are refrigerated. The target cost is $3.50 a square foot.

About eight years ago I said that some day the plastic industry will find a way to make a product on which you can skate. This now appears to be happening. A plastic product called SLICK is being developed. It comes in 3-foot by 8-foot sheets and shows great promise. Though not yet slippery enough for hockey, it is good for general skating.

These new facilities are aimed at improving the quality of teaching health, physical education, and recreation. But those in the profession must also contribute toward that improvement. First I would suggest that the profession improve its public image. Too many people in this country associate physical education with poms poms, whistle tooting, and the marching bands of televized collegiate football. The profession should also associate itself as closely as possible with the medical profession and let the public know that physical education, health, and recreation are more than competitive games and gate receipts. It must be demonstrated that the work in school is but an extension of the family doctor's concern about the health and physical well-being of any individual child.

Secondly, I believe the profession should reach out toward the field of science and conservation education. Believing this to be true, EFL has just commissioned Dr. Eugene Ezersky of the New York City Public Schools, Assistant Supervisor of Physical Education for Boys in New York City, to study the feasibility of establishing out-of-city camping experiences for children who go to school and live and eat in the inner city. I believe that camping experience for inner-city youth will come soon in our big cities. At the moment there is a vacuum in leadership and, in my view, physical education is the logical source of leadership when the money becomes available.

And third, new schools should be built not just for children, but for people. To be sure, the school must serve the children well but, especially if the school is in the central city, it must serve people of all ages. It is especially incumbent on physical education, health, and recreation that its plant and program operate year-round, day and night. Just as the school is interested in the health of a fourteen-year-old boy, it should be equally interested in his middle-aged father who is jogging for his life. Moreover, if the program has something for everybody, the bond issue for the needed facilities and personnel is more likely to be passed.

Finally, the profession must accept the fact that a program of physical education, recreation, and health, which is still dependent on the vicissitudes of weather, is primitive. Help hasten the day when the program is conducted indoors. EFL will do its best to develop inexpensive, poor man's astrodomes if they will be put to use day and night, summer and winter. America's health is too important to leave to the weather.

Professional Preparation of High School Athletic Directors and Coaches

Reuben B. Frost

Recently I have been reviewing books, articles, and speeches dealing with coaching, directing athletics, physical education, professional preparation, and education. I have also interviewed a number of our leaders and discussed these topics with them. It is obvious that our profession is not in full agreement with regard to these matters and that we do not have all the answers. I will therefore begin by asking a few questions.

Are great coaches—successful directors of athletics—born or are they made? Did Knute Rockne, Fog Allen, Bud Wilkinson, Dean Cromwell, Vince Lombardi, or Robert Kiphuth graduate with majors in physical education? Did the greatest high school coaches of 30 years ago have that kind of professional preparation? The answer, in most cases across the nation, would probably be "No."

What about our top athletic directors, either in high school or college? We can be virtually certain, in these cases, that they had no formalized professional preparation leading to such directorships. Even today such programs, for all practical purposes, are nonexistent.

Is it true, as many insist, that players who have been varsity athletes in junior high school, senior high school, and college absorb almost everything there is to know about coaching and what there is left to learn they must

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acquire through experience? Is it true that one is born with the ability, or lack of it, to deal effectively with people, and if one possesses that ability the other phases of administration can most effectively be learned through actual practice?

The athletic world is replete with instances of fine coaches teaching English, good athletic directors who majored in biology, and athletic leaders of all kinds who never had a formal course in physical education. Those who, for some reason or other, do not believe in physical education courses as preparation for coaching and/or directing athletics can reel off example after example of such successful persons. What can we say to the contrary? While most of us would accept the fact that there is no exact recipe for developing leaders of any kind, we do believe that there are some innate characteristics which most leaders possess. Circumstances and fate do sometimes combine to bring certain individuals into leadership roles. Thrust into crises and emergencies, leaders have continued to emerge. And yet, throughout the world we find planned programs for the development of leaders. Princes are carefully groomed to become kings; promising young business executives are given special experiences to prepare them for administrative positions; future youth leaders are studying sociology and psychology; lieutenants are being trained to be generals; political science students are hoping to become diplomats and many lawyers have visions of holding high government positions.

We, too, must examine our responsibilities with respect to the preparation of physical education teachers, the education of coaches, and the cultivation of good administrators in the areas of health, physical education, and recreation, including athletics. It has been stated and restated that the key to the success or failure of most ventures is leadership, and it is almost universally agreed that high school coaches and athletic directors are educators and that the kind of influence they exert is dependent upon the quality of the education they provide. All leaders need not, however, possess the same characteristics nor have exactly the same kind of training and education. An individual might be a great leader in one set of circumstances, at a given time in history, with a specific group of people, and yet might fail miserably at another time or with a different task to perform.

And yet I am convinced that there are some personal characteristics which leaders in physical education and athletics should possess, that there are some needed professional competencies which can be developed, that there are physical attributes which will prove very helpful, and that there are professional attitudes which our teachers, coaches, and administrators must have if they are truly going to be leaders.

Character Education

A few years ago, over 100 men and women held a conference at Interlochen, Michigan, to discuss the development of values through sports. In 1965, approximately the same number of people from more than 30 countries of the world dealt with similar topics at the International Olympic Academy in Olympia, Greece. Recently in Mexico City another international conference was held on sport and education. At all of these workshops the participants, lecturers, and consultants agreed that character could, under proper leadership, be developed through participation in athletics.

Let us also recall the many speeches at athletic banquets, the eulogies to great athletes, and the many articles written regarding the values derived from athletic participation. Remember, too, the statements issued by the Educational Policies Commission, the National Federation of State High School Athletic Associations, the Division of Men's Athletics of the AAHPER, the American Medical Association, and other organizations which have testified to their belief in the educational values of athletics. School administrators have generally supported this concept. Parents and fans often speak glowingly about the favorable outcomes. Most educators indicate their belief in the value of interschool athletics in the developmental process.

The character education value of athletics has not gone unchallenged, however. The intellectual world is looking for evidence which will support a cause-and-effect relationship. There is much difference of opinion as to the possible physical and psychological harm that may come to an individual through participation in competitive sports. There are many examples of great athletes who have *not* been shining examples in their later years. Not all great athletes have been successful by worldly standards. The reality of transferring lessons learned in athletic contests to later life situations has been questioned by psychologists and others. There are many who have been unsuccessful in their attempts to make varsity teams, who see athletic programs as a stumbling block to their development. The question is asked again and again as to whether cooperative, courageous, determined individuals become good athletes or whether participation develops in them these qualities.

The debate over whether or not being a member of an athletic team develops a sound sense of values and desirable character and personality traits will probably continue for some time. I believe that athletic participation can contribute to the development of desirable character for the following reasons —

1. In athletics, we find situations which often resemble quite closely later life situations. This similarity increases the probability of transfer. Control of temper, acceptance of authority, obedience to rules, cooperation, subjugation of self for the good of the team are examples of things which can be learned in contests and games.

2. In sports competition, we find experiences which are personal, emotional, and intense. Many psychologists agree that what happens under such circumstances tends to have significant influence on character.

3. In athletic situations, other people are involved. Friends, teammates, coaches, parents, sports writers, and fans observe every move. Working and playing under the glare of this kind of a spotlight is certainly likely to have developmental and educational value.

One could go on and on. The point I want to make is simply this—if the personality, the character, the development, and/or the philosophy of the participant are to be affected or influenced in the situations described, the most important factor in the whole picture is the coach. On this point there seems to be little disagreement. The people at Olympia, the sports leaders and consultants at Interlochen, the educators who have written the many platform statements, and most of the former players who have been interviewed—all attest to the importance of the right kind of leadership, the personality and actions of the coach, as being the critical factors.

And why would this not be true? Boys and young men tend to look up to and to emulate athletes and coaches. Players and coaches share defeat, victory, and adventure. They spend many long hours together in work and play. The coach often becomes a father-figure and a counselor to the athlete. The situations in which they are together are fraught with emotion, drama, and excitement. All these factors tend to make the coach an exceedingly important person in the lives of every boy and girl who competes.

Athletics as Education

Education has to do with the complete development of individuals. It includes the modifications that occur in a total human organism. All dimensions—social, physical, emotional, intellectual, spiritual—are involved in the process and are affected by it. There are many media, many means, by which education takes place. One category of activities is called sports. We refer to interscholastic athletics as being part of the curriculum. Athletics or sports *are* therefore education.

We are very concerned that teachers know something about growth and development. It is generally believed that the environment of the classroom has a good deal to do with the outcomes of the educational process which takes place there. The teacher is a part of this environment. The gymnasium and the athletic field are such classrooms. The coach is the teacher. If the education which is going on in his classroom is going to be the kind we hope it will be, it is important that he knows a good deal about growth and development. He should be familiar with methods and techniques of bringing about optimum development in the many aspects of man.

Hazards in Sports Education

Gymnasiums and athletic fields are not entirely free from danger. It is possible to break a leg or damage a kidney. Sprained joints, dislocations, and occasionally concussions do result from sport. There are athletes with pathological conditions which should keep them off the field. There are also coaches who are so ignorant of symptoms and first-aid procedures that unnecessary damage sometimes occurs.

Physical injury is not the only kind of harm which may accrue from athletic participation. Too many frustrating experiences, too many false motives, too much adulation, too many false values, too much stress, too many defensive postures, can do far greater harm than a broken arm or a dislocated shoulder. If this kind of damage is to be prevented, leaders must be present continuously who understand the psychological implications of what they are attempting to do. I need only to refer to a recently published book, *The Madness in Sports,* by Arnold Beisser, an athlete who was stricken with poliomyelitis and is presently a practicing psychiatrist. Dr. Beisser has counseled hundreds of athletes and points out vividly the pitfalls of false motivations, disintegration, and possible conflict. He recognizes also the important contributions which can be made to individuals and to our culture if sports programs are properly conducted.[1]

The Coach's Job

A coach who does not have considerable expertise in the sport which he is coaching will always be handicapped. Young people recognize very quickly a lack of knowledge about, and a lack of skill in, what is being taught. While there are exceptions, it is true that student athletes will listen more closely, observe more carefully, and accept advice more readily when they are fully aware that the coach has a depth of both knowledge and experience in what he is teaching.

A coach is called upon to do many things. He must not only teach the sport and manage the players, but he must speak at pep rallies, talk to civic groups and booster clubs, conduct news conferences, host the visiting team, and usually teach some classes. He should therefore be knowledgeable in the art of public relations and be able to speak and write in an articulate and educated manner.

The coach in secondary schools cannot avoid some administrative work. He must be familiar with simple budgetary procedures, know how to purchase and care for equipment, and be skilled in the art of dealing with other faculty members and administrators. He must, of course, be able to plan and organize practices, to motivate the coaching staff, and in many instances to select personnel. The scheduling and maintenance of facilities, the interpretation of eligibility rules, the establishment of sound relationships with physicians, and some aspects of contest management may also be included in his responsibilities.

The Issues

Let us try now to focus on the issues before us today. Need all coaches be qualified and certified as teachers? Must *all* coaches in elementary and secondary schools be so certified? Are there some special qualifications over and above those of the typical classroom teacher which coaches should have? Do all, or only some, of the coaches need to be so qualified? If there are some competencies recommended especially for coaches, what are they? How can we in education assure ourselves that these are present? What are the deterrents? What are the problems?

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[1] Beisser, Arnold R. *The Madness in Sports.* New York: Appleton-Century-Crofts, 1967.

One of the developments which is having a great influence on this problem is the trend toward the expansion of the interscholastic sports program. Whereas only a few short years ago most schools felt satisfied with from 3 to 6 sports, the tendency today is to strive for from 6 to 15, depending upon the size of the school and the facilities available. Not only are the number of sports increasing but also the number of teams in each sport. It is not unusual, in the more popular sports, to find sophomore, junior-varsity, and varsity teams. In addition to more sports and more teams in each sport, more coaches for each team now appear to be necessary. The net result, then, is a great increase in the number of coaches in each school system. This in turn makes for an *imbalance* between the number of coaches required and the number of physical education teachers needed, something which has a great influence on administrators, school boards, and state officials.

In many institutions, notably the private academies, administrators have indicated the desirability of coaches being in the academic classroom. This, they claim, improves the image of the coach and also makes his influence on the character of the students even greater. Other school officials have indicated that the coach who also teaches academic subjects understands and appreciates more fully the total school operation and the educational philosophy of the institution.

Dr. Conant,[2] on the other hand, argues strongly against physical education teachers also teaching academic subjects and states that they should work with intramurals and should coach. He states that they are not adequately prepared to teach mathematics and similar academic subjects and should not be asked to do so. There are many school administrators who agree with this point of view. Some point out, however, that coaches do not do a good job teaching physical education because they are so engrossed with their coaching duties that they have little time, energy, or enthusiasm left for physical education.

Proposals with regard to certification for coaching are many and varied. In general, however, they may be categorized as follows—

1. An individual coaching any sport in secondary schools shall be certified for that particular sport. In case he is coaching more than one sport, he shall be certified for each.
2. *Every* person coaching should have a physical education major and his certification shall so indicate. This certification shall entitle him to coach any and all sports.
3. Head coaches of sports shall be certified in that sport. *Assistant coaches* do not need such certification.
4. Certain sports, particularly where there is an element of danger, shall require certified coaches. Other sports need no such credential. Sports usually thought of as needing special certification include football, swimming, gymnastics, hockey, basketball, and soccer. Examples of those needing no credential of this kind might be tennis, golf, bowling, archery, and handball.

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[2] Conant, James. *The Education of American Teachers.* New York: McGraw-Hill Book Company, Inc., 1963.

5. Persons having physical education majors shall be considered certified to coach all sports. Individuals who do not have such a major shall be certified in each sport they coach.

Among the professional groups which have discussed this matter recently are the Division of Men's Athletics and the Professional Preparation Panel, both of which are units of the American Association for Health, Physical Education, and Recreation. The problem was also one of those tackled at the Association's National Conference on Professional Preparation in 1962.[3] Out of this conference and subsequent discussions, particularly among the leaders of the Division of Men's Athletics of the AAHPER, came the decision to establish a small task force to study this problem in depth and to come forth with some recommendations. Chairman of the Task Force on Certification of High School Coaches was Arthur Esslinger of the University of Oregon, who was past-president of the AAHPER and who served several years as chairman of the Professional Preparation Panel. Roswell Merrick of the AAHPER headquarters staff served as consultant, and six college and secondary school athletic leaders who had experience with this problem completed the task force. These six were M. G. Maetozo, Lock Haven State College; Robert Jamieson, Grimsley High School, Greensboro, N. C.; Jack George, Roslyn (New York) Public Schools; Ted Abel, Pittsburgh Public Schools; Milton Diehl, Madison East High School; and Don Veller, Florida State University. These eight members of the committee reviewed all available information regarding this problem and then met in Washington, D.C., April 26-28, 1967, for a three-day conference. They recognized the fact that there are not enough physical education majors to handle all the coaching assignments, that some coaches prefer to teach academic subjects rather than physical education, and that there are presently a large number of coaches who have no physical education background whatsoever.

Members of the task force agreed that it was important to do something immediately to ensure the well-being of the participants in athletic programs and to enhance the truly "educational" aspects. Realizing that there was not general agreement that all coaches should be majors in physical education and that such a goal is not presently feasible, major attention was placed on the first step, a coaching minor. A program was designed for college athletes who desire to coach, but who are interested in majoring in an academic subject. The program proposed includes 15 semester hours of course work as follows —

1. Medical Aspects of Athletic Coaching	3 S.H.
2. Principles and Problems of Coaching	3 S.H.
3. Scientific Foundations of Coaching	3 S.H.
4. Theory and Techniques of Coaching	6 S.H.
Total:	15 S.H.

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[3] American Association for Health, Physical Education, and Recreation. *Professional Preparation in Health Education, Physical Education, and Recreation Education.* Washington, D.C.: the Association, 1962.

This program is presented in detail in an article by Arthur Esslinger entitled "Certification for High School Coaches" in the October 1968 issue of the *Journal of Health, Physical Education, Recreation,* page 42. Each of the above four aspects of professional preparation is outlined and anyone wishing to establish such a program would need only to implement the suggestions found in that report.

While such a program would not provide a comprehensive physical education background, it would ensure the safety and health protection of the athlete, good care in case of injury, and attention to safety factors related to equipment and facilities. It would provide for education in the teaching of sports, in the strategy of coaching, in the use of visual aids, and in sound methods of motivation. Prospective coaches would be introduced to athletic administrative procedures and public relations techniques. They would be taught how to manage a team on trips and how to inculcate sound values. The education would also provide an exposure to basic physiological, psychological, and mechanical principles. It would assist the prospective coach in interpreting his sport and his profession to the public. It would make the coach a better counselor, a better guide, and a more effective leader.

Experimental Programs

Some institutions and states have been experimenting with such ideas and programs for several years. Florida State University has instituted a coaching minor to include 15 semester hours of work in prevention and care of injuries, principles and problems of coaching, administration, speech, officiating, and methods.[4] The state of Minnesota passed a law in 1966-67 requiring at least nine semester hours of special course work in order to qualify for secondary school coaching in football, basketball, track, hockey, wrestling, and baseball. Indiana has, since 1965, operated under a regulation requiring head coaches of football and basketball to be licensed physical education teachers and all other coaches to have at least eight semester hours in first aid and courses related to growth and development.

A plan was presented in Missouri which required coaches to either be certified as physical education teachers or as coaches who had met the minimum requirements of 15 hours of courses specified. These included prevention and care of injuries, applied anatomy and kinesiology, coaching theory and techniques, administration, officiating, and electives.

The New York State Advisory Committee for Health, Physical Education, and Recreation prepared a report in 1966 recommending special certification for teachers who coach designated sports but who do not have a physical education major. The sports listed were football, gymnastics, wrestling, basketball, baseball, softball, swimming, soccer-speedball, track and field, ice hockey, and lacrosse. Recommended subject matter preparation included philosophy of education and physical education, organization and administration, legal considerations, health sciences, biological, kinesiological, psychological, and sociological principles, first aid and injury care, and theory and techniques of coaching. This recommendation applied to head coaches, assistant coaches, and freshman coaches and to public, parochial, and private secondary schools. The plan calls for registration of college programs in this area and administration by the Division of Health, Physical Education, and Recreation of the State Education Department.[5]

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[4] Veller, Don. "A New Minor for a Major Profession," Journal of Health, Physical Education, Recreation, April 1967, p. 32.

The Green Meadows Conference held in 1965 at Worthington, Ohio, also gave attention to this problem. The work-study group assigned to this topic listed competencies which included an understanding and knowledge of principles and administration of physical education and athletics, growth and development, prevention and care of injuries, sports medicine, and coaching techniques as well as athletic experience. Their recommendations were —

1. That the Ohio Department of Education include in its Ohio High School Statement that a teacher be required to have a minor in physical education or coaching to be eligible to coach in Ohio.
2. That due to the popularity and publicity given to interscholastic athletics, our profession establish standards to help protect the coach.
3. That a publicity program be organized geared to selling teacher education institutions on the idea of changing their programs to meet present-day requirements for coaches.[6]

The last two of these statements add a slightly different dimension to previous recommendations. The protection of the coach is specifically mentioned, and the importance of involving teacher education institutions is stressed.

There may well be other states which are now involved with programs of a similar nature. If so, I would be happy to hear reports of their success.

While this whole problem is still somewhat hazy, some things are becoming more clear. Before I turn to the matter of athletic administration, I should like to present a summary of what I see as the situation and the direction as far as coaches are concerned. It appears to me that there is considerable agreement on the following points —

1. That interscholastic athletic programs, when properly administered and led, can be and are a vital and influential educational force.
2. That educational outcomes accruing from interschool athletics depend in considerable measure on the personality, philosophy, and qualifications of the coach.
3. That by itself, participation as a varsity athlete is *not* adequate preparation for an important and crucial assignment as coach of an interscholastic athletic team.

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[5] Report of the New York State Advisory Committee for HPER. State Education Department, October 18, 1966.

[6] Report of the Green Meadows Conference, Worthington, Ohio, March 20-23, 1965.

4. That it is not feasible, at present, to require all coaches to graduate with majors in physical education.

5. That there is some disagreement as to the desirability of requiring *all* coaches to be physical education majors.

6. That optimum growth and development are important objectives of athletics and leaders should understand these phenomena.

7. That all participants in athletic programs should be protected from injury, both physical and psychological, and that in case of accidental harm, they should be afforded the best possible care.

8. That to be successful, to exert the greatest influence, and to conduct practices and games in the safest and most healthful manner, a coach must be thoroughly schooled in the fundamentals, techniques, and strategies of the sport as well as in methodology and organizational procedure.

9. That all coaches need a background in sports medicine, first aid, and prevention and care of injuries.

10. That coaches should have a working knowledge of biological, mechanical, psychological, and sociological principles which have implications for interscholastic sport.

11. That coaches need to understand the relationship of the sport and the athletic program to the other aspects of education and that they shall be assisted to develop a sound educational philosophy.

12. That coaches have a responsibility for the interpretation of their program and are in a position where they cannot avoid reflecting an image of their profession and their sport; that it is important, therefore, that they receive some preparation in public speaking, writing, and other public relations techniques.

13. That there are some important special competencies needed by coaches, but which may not be as important to other teachers, and that the coaches, therefore, should be held to some specific requirements in their professional preparation.

14. That the pressures under which coaches operate are heavy and attention should therefore be given to assisting, supporting, and protecting them whenever necessary.

15. That educational institutions and state departments of education must join hands with principals, superintendents, and other school administrators to help raise the standards of the coaching profession and the athletic programs of our country.

16. That the young people involved in interscholastic athletic programs should be the prime consideration in making decisions with regard to this phase of education.

Directors of Athletics

The increasing complexity of athletic programs in our schools has resulted in another look at the professional preparation of athletic administrators. The importance of keeping athletic programs educational, the unusual public relations problems involved, the specialized facilities and equipment needed, the legal problems encountered, the large and intricate budgets required, the personnel problems resulting from emotional situations, and the specialized administration needed to deal with crowds and manage contests, are among the matters with which an athletic director must deal. He must also interpret local, state, and national eligibility rules and contest regulations; he must interpret the program to the faculty, the students, the school administrators, and the general public. He is sometimes responsible for helping provide funds as well as for sound financial expenditures.

There is very little in the way of precedent. Not much has been written, and not too many programs have been tried where there is a specific course or plan for the preparation of qualified athletic administrators.

I was interested in the article which appeared in the *New York Times* last March entitled "New College Curriculum: Sports Administration,"[7] by William Wallace. It described the new program in sports administration at Ohio University. It is offered in the graduate department of physical education although most of the courses are in other departments such as economics, journalism, management, and education. Both a thesis and an internship are required. It appears from the article, however, that the focus is on sports administration at the professional level — the first two graduates were hired by the Cincinnati Reds and the Pittsburgh Pirates.

New York State has long had a program for directors of health, physical education, and recreation. This is a graduate program and has specific course requirements. These have recently been increased and the program somewhat revised. It is now a "sixth level" program and requires a minimum of 60 semester hours beyond the bachelor's degree or 30 beyond the master's degree. Special emphasis is placed on sound courses in fundamentals of administration, on a broad background in the humanities and behavioral sciences, and on practical experience through an internship. A certificate in administration is granted upon completion of such a program. Most institutions in New York with major programs in physical education are also geared to prepare students for such a directorate certificate. Some institutions outside of New York are also approved for this professional preparation of administrators of health, physical education, and recreation.

Perhaps the best guidelines we have at the moment are those prepared by the Professional Preparation Panel of the American Association for Health, Physical Education, and Recreation working with the Division of Men's Athletics. I should like to quote these in full.

PROFESSIONAL PREPARATION FOR ATHLETIC ADMINISTRATORS

> The growth of athletics in schools and colleges, the expanding public interest, and the complex cultural aspects of sports have resulted in athletic administration becoming a type of administration which requires specialized professional preparation. Thus the need for trained educators who can administer these increasingly complex athletic programs has become more and more important in today's educational system.
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> At the present time, there is no specialized course of study or established pattern of graduate work in the administration of athletics per se for either

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[7] William N. Wallace. "New College Curriculum: Sports Administration." *New York Times*, March 10, 1968.

the secondary or collegiate level. Due to the extreme pressure placed upon athletic administrators by increased budgets, larger staffs, expanding facilities, and public relations, it is considered necessary to offer a graduate course of study to provide the specifically needed training to athletic administrators. This curriculum must have depth and breadth to develop the understanding of the role of athletics as an integral part of total education.

The following guidelines for Departments, Division of Schools of Health, Physical Education, and Recreation are believed to be essential for the development of a master's degree with emphasis in athletic administration:

1. In addition to institutional requirements, certain prerequisites are considered essential:
   a. General qualifications as a player, coach, or administrator in athletics.
   b. Minor or its equivalent in physical education.
   c. Personal qualifications considered essential for successful leadership.
2. Suggested areas of content:
   a. *The Role of Athletics in Education* — (Historical, cultural, philosophical aspects, ethics, relationship to physical education, interrelationships of women's sports programs, and professional and related organizations.)
   b. *Business Procedures* — (Accounting practices, budget and finance, purchase and operational policies.)
   c. *Equipment and Supplies* — (Purchase, design, renovation, maintenance, and inventory.)
   d. *Planning, Construction, Maintenance, and Use of Facilities*
   e. *School Law and Legal Liability* — (Personal liability, institutional liability, transportation, and insurance.)
   f. *Administration of Athletic Events* — (Contracts, scheduling, travel, game management, ticket sales, promotions, tournaments, spectator control, and officiating.)
   g. *Public Relations* — Communications media, individual and group relationships, oral and written communications.)
   h. *Staff Relationships* — (Professional status, staff morale, selection, promotion, salary, tenure supervision, policies, and communications.)
   i. *Health Aspects of Athletics* — (Medical supervision, first aid, care and prevention of injuries, nutrition, safety procedures, conditioning policies, relationship with health services, and medical insurance.)
   j. *Physiological and Psychological Aspects of Sports* — (Nutrition, conditioning policies, and effects of competition.)
   k. *Interpretation of Research* — (Current studies in athletics, sports medicine, and administration.)

You are all aware of the importance of such preparation. The need is for such programs in some of our good professional preparation institutions. It may well be that such education will fit in with the increased specialization in our graduate programs and even at the undergraduate level. Many colleges and universities are now considering a basic core of courses and then specialization in such areas as elementary physical education, college physical education, physiology of exercise, sociology of physical education, psychology of physical education, physical education for the handicapped, and the like. Most of these will need to be interdisciplinary. Why not, then, also a specialization in athletic administration?

My own feeling is that much must be learned from experience, but is this not true in all walks of life, be it business, politics, engineering, or medicine? But basic tools are required. It would be too bad if every new generation had to begin all over again and if nothing could be passed down from those who have had to learn the hard way. It is important, therefore, that all those concerned continue to work and study to improve the basic education for this profession also, for we are all engaged in something which has meaning and life, which is complex and challenging, which can be educational and truly developmental, and which is worthy of our very best efforts.

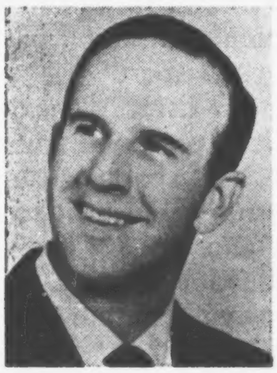
Today's Interpretation of the Duties of a High School Athletic Director

F. James Perkins

If there is one criteria most essential for the successful administering of an athletic program, it is the necessity for a close working relationship between the principal and the athletic administrator. The athletic administrator is really an assistant principal in charge of the athletic department. His prime responsibility is to carry out the policies set forth by the building principal. It is important to understand the principal's philosophy toward athletics. The athletic administrator should familiarize himself with the policies established by his particular school. There must be close communication, respect, and confidence between the principal and the athletic administrator, before he can efficiently and effectively administer the athletic program.

I realize that I deviate slightly from the topic, but before discussing the duties of the athletic administrator there must be a clear understanding that overall policies are established by the board of education and superintendent through the building principal to the athletic director.

When talking about the duties of the athletic administrator, it is difficult to be specific; he is a man who needs many talents. How can one person be expected to excel in accounting, law, psychology, arbitration, public relations, purchasing, insurance, ticket managing, personnel identity, journalism, promotion, recreation, training, physical education, horticulture, dispatching, discipline, public speaking? There are others, but this will give some idea of how much more is expected of him than just scheduling, hiring officials, supervising contests, care of equipment, and eligibility.



F. James Perkins is athletic director at the Riverside-Brookfield Township High School in Riverside, Illinois. He coached football, basketball, track, and swimming in Oskaloosa and Sioux City, Iowa, and was a coach at his present school before becoming athletic director nine years ago. Perkins has served as president of the Illinois Athletic Directors Association. He has a B.A. in physical education from Iowa State University, a B.S. in chemistry and biology from the University of Dubuque and an M.A. from the University of Iowa.

The job description of ten years ago would be to athletics today what oxen would be to the most modern automobile. This change is one of our major problems, that is, convincing principals and superintendents that our responsibilities have changed with our rapidly developing and expanding programs. Having two hours or four hours of released time for our job was sufficient five years ago, but it no longer can be considered adequate. A stipend comparable with a coaching position is no longer acceptable either.

Placing a man who has only coaching experience and training into an athletic administration position is an injustice to the man. These positions call for special training over and above that of the regular coach. There is a need for graduate training in athletic administration.

Recently I visited a school where the athletic administrator, who is in his second year, was interested in knowing whether the National Council for Secondary School Athletic Directors would provide any help for the new administrator. He suggested that consideration should be given to some form of counseling for new directors, through which they would be able to seek advice when they run into difficulty.

He continued by saying, "there is really no one that we can talk to." If we ask advice of our principal, he might wonder why we don't know our business; if we turn to a coach or coaches, the others are suspicious of favoritism. Think about it; how many people can you turn to to discuss your problems?

One phase of our job which is rarely associated with athletic administrators is the counseling opportunity. All of us have an opportunity to counsel boys and girls, yet it's difficult to find time. When we become too busy to devote time to a student seeking our guidance, something may be wrong with the time allotted for our job. The kids look up to us, if for no other reason than that we head the part of school life they enjoy most. In our high school, the athletic department works very closely with the counseling department as well as with the individual teachers. Much of this is done through the athletic administrator's office.

What about our pouchy, pudgy, unhealthy communities? Do we have a responsibility to help the local recreation programs? Maybe not directly, but certainly indirectly. Let's get our people jogging, riding bikes, playing together, and who knows — maybe we can then get them praying together again! Remember, we're the experts on physical fitness, so we should make ourselves available to our communities, to our adult education programs.

"You don't have to be a sportsman to be a good sport" is a quotation heard quite frequently. Do we have a responsibility here? What do we do to promote good sportsmanship within our student body and among adult fans? It's difficult to talk to students and adults about sportsmanship, yet it is one of our responsibilities to help develop a sense of pride of school and team in our fans. The athletic administrator and his staff must make sportsmanship something that is seldom mentioned but always practiced.

It's sad to have to say, "But where else in this great country of ours do we hear the national anthem played with the frequency that is associated with the beginning of each athletic contest?" With the teams standing tall and silent facing the flag of our country, we find the audience standing behind them with equal pride. This should make each of us proud of our heritage and proud that athletics affords us this opportunity.

Our athletic department at the Riverside-Brookfield Township High School is organized similarly to the structure used by the total high school — principal, department head, and individual teacher. As athletic director, I see my role as being similar to the principal. Each head varsity coach is a department chairman, and each of his head coaches is a division or unit chairman, and the assistant coaches are like the individual teachers. This works well, as the chain of command can go both ways, allowing for a closer working relationship and closer communication among everyone involved. As athletic administrators, it would be impossible for us to attempt to run our programs without the closest cooperation of our staff. Using this structure, we find our people quite happy because they have the opportunity to use their initiative and talents, thereby further improving the individual programs to which they are assigned. This improves the total athletic program making the administrator's job easier.

In order for the athletic administrator to stay abreast of changes, it is essential that he read athletic publications and encourage his staff to do the same. He should be a member of his state and national associations and actively engage himself in their development. State athletic directors associations and national associations can provide the opportunities for the learning of new ideas as well as sharing with others things that have been helpful to you.

I see the responsibilities of the athletic director changing even more in the future. The demands for more activities for both boys and girls will not lessen. In eight years, I have seen our program grow from 286 contests each year to a record 464 contests this year; from 12 coaches to 25; from 27 individual teams to 42. What does the future hold?

To summarize, athletic administrators are in a challenging and changing profession; we have the responsibility of growing with the increased demands of our times. Like many of you, there are days when I say to myself, "There must be an easier way to make a living." But I'm eager to face the challenge and to work to have our profession recognized for what it is: one of the greatest developers of our future leaders of tomorrow.

Building Morale Through New Techniques in Staff Evaluation

Nelson E. Wieters

We are concerned with a subject area in which as many new things are happening as are taking place in space technology. To the general public these changes and these new concepts are not so dramatic as moon trips, but to the field of modern management, to that now very highly specialized professional who turns mediocre operation into thriving enterprise (including our technological firms who produce for moon-shots), this subject is a crucial one.

I, like the teacher of physical science, have a difficult time keeping up with the new developments being researched, pioneered, and documented by a host of psychologists, sociologists, group-dynamics experts, management consultants, and so forth. To attempt in this short space to meet fully the demands implied by the topic "Building Morale Through New Techniques in Staff Evaluation" is a difficult task. However, I do hope to portray the changing picture of personnel management, and I hope to be specific enough to provide carry-over in the form of "take it home and try it" exercises.

One way to describe the new concepts is to say that they tend to challenge the sanctity of those techniques many of us still think of as new. By challenge I do not mean a denial of the validity of their existence, but the challenge that calls for an awareness of the variables that determine degrees of effectiveness. Let me begin by applying this to my topic as it is

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stated. The word "morale," though a relatively new concern in the field of supervision, is already almost impossible to find in the subject index of the new publications. It seems it has been replaced by words that describe the various components of that which we generalize as morale, words such as "self-actualization," "motivation," "communication," "organizational attitude," and "interpersonal relationships." I believe this says that modern management is becoming more sophisticated in terms of "what determines terms!"

For our purpose here, let me define what I believe the word "morale" means. It means that which would exist provided nothing comes along to destroy it. Equated with the word health, health means the absence of illness. There are things that destroy health; there are things that destroy morale.

One could accurately describe the modern approach to supervision as the human relations method, the subtle but powerful impact of man on man. The challenge to the traditional approaches is the simple question, "Are my actions producing what I think they are producing?"

If we continue this approach, we must next question the relatedness of the word "building." There are two ways to arrive at a state of health. One is to maintain it: the other is to rebuild it once it is destroyed. There are two ways to reach a state of morale. One is to maintain it; the other is to build it once it is lost. Listen to your coaches — they frequently say, "It's impossible to get the boys up for every game." I agree with the claim that morale-*building* is a superficial, temporary esprit de corps that can be reproduced to only a given degree.

If you can accept this frame of reference, at least in part, let me then go to step one, which is to determine those viruses which tend to destroy morale. I've taken a few of the modern principles, related them to the data received in my discussions with athletic directors and have here a few examples of the "morale viruses" in your field.

Step One: Analysis of Causal-Variables[1]

Virus 1. The athletic department historically suffers from a lack of status or prestige in comparison with other elements of the institution.

Virus 2. Athletic directors for the most part come from coaching ranks. They are therefore conditioned to a certain behavior model exemplified by statements such as: "Get in there and get 'em" — "I don't care how tired you are, you gotta go!" — "You're loafing." — "Drive, drive."

Understand, I am attaching no value judgment here, for this technique is, of course, an important one for sports. (One certainly does not advocate that sensitivity training replace signal calling in the huddle.) Perhaps, though, you can see the difficulty the athletic director might have in adopting new techniques. (Even the degree of similarity in the way athletic directors organize their speeches to quarterback clubs is astonishing!)

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[1] Likert, Rensis. *The Human Organization: Its Management and Value*. New York: McGraw-Hill, 1967.

Virus 3. Overdependency on the athletic director by staff members because of the traditional division of labor within athletic departments, i.e., "you do the coaching and I'll handle the other decisions," leads to a lack of involvement in problem-solving. This in turn eliminates any tendency to share responsibility or satisfactions for either failure or success.

Virus 4. Diversity, because of the organic division of labor (each member coaching a different sport, for example), creates a situation where it is difficult for staff to identify their common goals as a group. Commonality in goals is essential to group unification. Group unity is an essential to staff morale.

Virus 5. Lack of the athletic director's ability to be influential upwards is a deterrent to good morale. All experts seem to agree that regardless of leadership techniques and working conditions, full staff morale never really exists unless they see their supervisor as part of the power structure.

Virus 6. The historical phenomena of attritition among coaching staffs (win or leave) prevents the administrators from ever establishing the closeness with staff necessary for modern management approaches.

Virus 7. Unknown diversity between goals of the staff member and those of the athletic director causes problems. For example, the new coach's goal is to improve last year's winless season. The administrator is expecting him to surpass the .500 mark. Revelation of this diversity then becomes rather traumatic.

These examples may be correct or incorrect; they may or may not apply to you, but the important issue is the organizational analysis of the causal variables as a first step. After all, how can you judge your staff's response (morale) to your evaluation techniques if you are unaware of the other factors that might be responsible? Did you ever get the feeling that despite your efforts "John always seems to disagree"?

Step Two: Diagnosis of Administrative Attitude

I have been using the terms "modern approach," "contemporary methods," etc. In the event you lack a full understanding of what I mean by these terms, the following model will perhaps clarify as well as provide the basis for evaluating your attitude. I refer here to the work by Douglass McGregor.[2] He states that staff members can be divided into one of two categories depending on the assumptions they have about human behavior.

Theory X. (Management by Direction and Control)

Assumptions:

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this, most people must be coerced, controlled, threatened with puishment to get them to put forth adequate effort toward the achievement of organizational objectives.

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[2] McGregor, Douglass. *The Human Side of Enterprise.* New York: McGraw-Hill, 1960.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory Y. (Management by Integration and *Self*-Control)

Assumptions:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Now let us apply the discussion thus far to a similar analysis of evaluation methods. Let us take several "standard" techniques employed by the progressive administrator, techniques such as use of formal-position description, close day-by-day supervision, periodic appraisal sessions, formal evaluation forms, and the observation visit. Using my term "virus" and McGregor's emphasis on the difference between theoretical assumptions and just "plain old assuming," let's analyze these five examples.

1. Formal Position Description

   Traditional Assumption: Provides the individual with a clear-cut guide for his job and an outline for his work.

   Potential Virus: Develops a robot-like response, forces him to alter or base his personal goals on techniques and even worse, someone else's.

2. Ongoing Supervision

   Traditional Assumption: Close, constant supervision and assistance will accelerate worker growth.

   Potential Virus: Produces behavior which has not been internalized, but has been externally produced by the constant presence of his major threat.

3. Periodic Appraisal Sessions

   Traditional Assumption: Periodic confrontation will allow interim freedom for movement toward interdependence, but will prevent complacency by "keeping them honest."

   Potential Virus: Too far removed from the behavioral incidents and the environment in which they occurred

	for any recall, learning, or motivation to take place.
4. Use of Formal Evaluation Forms	
Traditional Assumption:	Allows for a more accurate recording than would be possible in the uncomfortable one-to-one confrontation, and provides an ongoing record of worker progress.
Potential Virus:	Allows uncontrolled expression of the evaluator's prejudices, and might not include a plan for reconciliation of differences or inaccuracies.
5. Observation Visits	
Traditional Assumption:	Provides the opportunity for first-hand knowledge of the worker in action.
Potential Virus:	Presence of the administrator severely alters the entire environment, leading to the collection of unrealistic and inaccurate data.

Get the point? The "new" technique in "Maintaining Morale Through Evaluation" is the asking of the simple question, "Is my behavior producing that which I intend it to?"

Step Three: Identifying Organizational Image

We have (in step one) analyzed the causal variables of the total environment and (in step two) diagnosed administrative attitude. There remains the important step of determining the degree of similarity between how the organization is seen by the administration and how it is seen by the staff.

During the conference I distributed a greatly digested version of what is commonly referred to as the "Likert Model." Likert provides in his book several full models, with questions and explanations, that can provide a system for answering many organizational questions. The superficiality of the form I distributed was purposely planned. The exercise was to transpose my presentation to this new set of words to transfer the understanding of my listeners.

These were the conditions: Each person was a member of the athletic staff of "John Doe High School, Anytown, U.S.A." They were to visualize that which they believed to be the average attitude toward the average administrative system (top, horizontal line) and in which of these four systems the organizational variables (left hand vertical column) would be placed by the average staff. I challenged them to a little role-playing. They had to forget that they were on the management side of the fence and take the role of the staff member, discuss it, and then place a check in the square they felt to be appropriate in light of both their personal opinion and the effect of the discussion upon them.

The responses, shown in Exhibit A, show the distribution of opinions on the way the participants felt the average athletic staff in the country feels about their organizational environment. Even though the participants were administrators (i.e., in a sense they were really rating themselves as they

Exhibit A. Results of table-exercise with the Likert Model

Organizational Variable	System I: Exploitive Authoritative	System II: Benevolent Authoritative	System III: Consultative	System IV: Participative Group
Leadership	IIIIIIIIII IIIIIIIIII III	IIIIIIIIII IIIIIIIIII IIIIIIIIII IIIII	IIIIIIIIII IIIIIIIII	IIIIIIIIII III
Motivation	IIIIIIIIII IIIIIII	IIIIIIIIII IIIIIIIIII IIIII	IIIIIIIIII IIIIIIIIII II	IIIIIIIIII IIIIIIIIII IIIII
Communication	IIIIIIIIII IIIIIIII	IIIIIIIIII IIIIIIIIII IIIIIIIIII IIIII	IIIIIIIIII IIIIIIII	IIIIIIIIII III
Interaction	IIIIIIIIII IIII	IIIIIIIIII IIIIIIIIII	IIIIIIIIII IIIIIIIII	IIIIIIIIII IIIIIIIIII IIII
Decision-Making	IIIIIIIIII IIIIIIII	IIIIIIIIII IIIIIIIIII IIIIIIIIII I	IIIIIIIIII IIIIIIII	IIIIIIIIII IIIII
Goal Setting	IIIIIIIIII IIIIIII	IIIIIIIIII IIIIIIIIII IIIII	IIIIIIIIII IIIII	IIIIIIIIII IIIIIII
Control	IIIIIIIIII IIIIIIIIII IIIIIII	IIIIIIIIII IIIIIIIIII IIIIIIIIII	IIIIIIIIII IIIII	IIIIIIIIII II

feel others see them), note the preponderance of opinion toward System #2.

The analysis of these results provide several other interesting elements:

Leadership:	64 percent felt that staff members see the athletic administrator of their schools as being authoritative in nature.
Motivation:	The rather even distribution here (note that System #4 ranks as high as any other) seems to indicate that the administrators feel that motivation comes from the process of interpersonal relations. Perhaps they were saying that even though the "authority" dominated in most areas, this was one area left up to the staff.
Communication:	System #2 obviously dominates here, indicating the prevalence of vertical-downwards (but put in a nice way) communication system.
Interaction:	Whether the heavy emphasis on System #4 here is the result of *planned* participative approach versus this is *where* it is, is problematical. Comparing this with the communication category, one might get the impression that even though the "boss" is issuing the communiques, the grapevine is really "where the action is."

Decision-Making:	Note the correlation between the results here, and those in the communication's category.
Goal Setting:	Ditto!
Control:	Compare with the first category — "Character of Leadership"!

Also important is the fact that those who felt closer to System #4 in more than one category, felt the same about *all* of the categories. There were 12 in this group, perhaps indicating that their past experience was atypically progressive. (This group represents only 13 percent of the total.)

The reader must realize that the comments above do not represent a careful, scientific analysis. In fact, the table exercise was not conducted as such, and was only an exercise. It did provide some interesting data, however. You interpret it as you see fit.

In closing, let me reveal an anxiety I have that there may be those among you who might say: "Where were all the goodies? Where were the 13½ heretofore unheard of and magical techniques for solving all my morale problems through evaluation?" If you have missed it, let me summarize the "new technique." The new technique is the recent shift from what the administrator does "to" and "for" the worker, to what the administrator *does* and *how* he does it. That is the new technique!

Public Relations Is Getting People Involved

Charles Moser

When I was a football coach, I was fanatic about quarterbacks, and since I have quit coaching football, I guess I have been fanatic about public relations. Public relations is selling your product — athletics — and there has been no time that we needed to sell athletics more than now.

The selling of athletics through public relations needs to be done with honesty; it needs to be continuous, positive, accurate, indirect, and planned. Public relations is helping other people. It's extra work; it's pushing the good things about your program. Good public relations takes a lot of thought, and it develops slowly.

Before we can develop a public relations program for athletics, we need to think about goals. The following are the goals we in Abilene, Texas, have adopted. First, we will never be satisfied until every boy is on an athletic team. We believe that every boy who is on a team gets something that he needs from the experience. Every youngster in America wants to be part of a gang, and we want every one of those youngsters in a gang, but we want it to be a football gang or a basketball gang. We want every boy on a team; perhaps this will never be possible, but we are proud to have over 2,000 boys playing football in Abilene, a town of 100,000 people.

For every boy on a team, there must be a good intramural program and a good physical education program.

As our second goal, we want sportsmanship. We feel that sportsmanship is everything, and we don't think we should have a team at all if we don't have it everywhere in this country.

Charles "Chuck" Moser is athletic director and assistant business manager for the Abilene, Texas, Public Schools, a position he has held for the last nine years. He has coached in three cities: Lexington, Missouri; McAllen, Texas; and Abilene, with a lifetime coaching record of 141 wins and 29 losses. He was a physical education major at the University of Missouri and received his master's degree in education administration there in 1951. He has lectured at many clinics and workshops and has written numerous magazine articles and two books. Mr. Moser has served as president of the Texas High School Coaches' Association.

The third thing we ask of our boys is that they be real competitors on the field and real gentlemen off the field. These are the ideas we are trying to sell to our boys.

Fourth, we ask every boy, and every coach, to improve each day. Do a little better the next day. Coaches aren't all Bud Wilkinson's, but we still can ask each of them to try to improve day by day.

The last thing we try to sell is the real reason we have an athletic program, that is, so we can have a better school system. Every time we talk to a service club, we stress that we want a tremendous athletic program so that we will have a tremendous school system. These are the five ideas we are trying to sell.

If you want a good public relations program you must plan, and you must think about it each week. We try not to go a month without sitting down with our head coaches and talking about public relations. "What do you want to sell this month?" We don't bother them during the season, but after the season we sit down together and decide what we want to sell. We may want to sell the kids on the idea of saying "yes sir." We may want to sell the idea of shorter haircuts or such, so we try to do a little research and then we try to communicate.

In public relations, we don't believe you should ever demand. The technique has to be indirect. You can't demand, but you can suggest, and we have lots of suggestions. You can suggest ideas to your coaches and when one of them does something you suggest, you can encourage him in front of the other coaches. We think that has been the most successful way of making suggestions. One thing we do is ask the coaches to write a letter to the parents before, and at the end of, every season. We started off with two or three coaches doing it, and the parents loved it. Now we even have seventh grade coaches doing it. An example of our success — a mother called me and said her boy was in the seventh grade, and this was the first letter they had ever received from a teacher. She was thrilled that the seventh grade coach had written her and told her at the end of the season how much he enjoyed having her son in the football program.

To whom do you sell in public relations? There are about eight different groups to whom we try to sell our ideas in athletics. One of the first things I would do if I were a coach is to meet with the sophomore girls early in the fall. They're new, and they're scared. You can tell them how glad you are to have them and what they can do to help in athletics.

If I were a junior high school coach, I would get the seventh grade girls together for the same kind of talk and really sell them on our ideas. I would also meet with the senior girls. They have a tremendous effect on the athletic program.

As soon as the cheerleaders are elected, you should meet and discuss what you and they can do the next year. You must know the cheerleaders and talk with them as often as you can, because they are usually the leaders in the school.

As for the players, we try to make our athletes the best citizens in the school. I know some people smoke marijuana; many people smoke cigarettes; many people drink—and I do not think all of these people are bad, by any means—but I know that every student is going to do all these things if the athletes start doing them. So we must urge the athletes to be good examples throughout the whole school system.

Young people want to be encouraged more than anything in the world, and many of us do not take time to sit down with them during the season. If I were a football coach, as soon as football practice was over, I'd try to have at least one athlete come to my office every day and just sit down and talk. Youngsters want to be encouraged, but too often it seems we only call them to the office when they are in trouble.

Taking care of injuries is the best situation for improving public relations, when you can really help a boy. And, too, we have study halls for our boys in high school, which the coaches handle during their off-seasons. Grades improve, discipline improves, and the teachers love it.

We help the athletes get jobs in the summertime. I believe in youngsters working in the summertime. If a kid will not work in the hot sunshine, he will quit in the fall, too. We help them get jobs so that they all will learn how to work.

We believe in disciplining the boys, but we also believe in being fair. You don't have to have four years of college and a master's degree to make a kid quit football for smoking one cigarette, but it requires a good coach to take a boy who is smoking and make him into a real man. We do not want to hurt any boy; we want to be fair, and we don't want to be wrong. This is the way I handle the smoking situation: if a boy smokes, I can't permit him on the team, because it hurts morale. I call him in and say, "I hear you're smoking." I don't ask him if he smokes. I have him sign a card saying he will quit the team if he smokes again. He carries the card in his wallet. Then if he does ever smoke again, I ask for his card. So I don't dismiss him; he quits. I think it's being fair with the boy; we are giving him every chance. And I have only picked up two cards in 28 years.

Write letters to parents and encourage your coaches to write to them. If every coach in the nation would write one letter a day, we could really sell athletics, but that's probably not possible. I try to write at least one every week. Every time I go to a basketball game, which is about three times a week, the next morning I write a letter to some fan, telling him how much I appreciate his supporting the program and attending the game.

Another aspect of good public relations is for the coach to visit the home of new students who come out for athletics. There is nobody who appreciates such a thing more than a new family in town. It's not hard to do; it's just a little extra. Another coach visits every ninth grade parent the summer before the students come into high school. This is also very effective.

When a boy is a senior, what do you do? Do you help him get into college? Are you interested in his future? We have a little form which we have each boy fill out that asks, "Where do you want to go to college? What do you want to major in? Do you want a scholarship?" There are eight or nine questions, and through this we know, when a college coach asks, whether the boy actually wants to go to college, whether he wants a scholarship, and so on. I had a group of parents ask me to speak to them about their sons going to college, so I developed a talk, "What Parents Should Know About Preparing Their Boy for College." It contains statistics, costs, problems, and why a boy sometimes fails in college. Another idea that one of our coaches uses is the Booster of the Week. The Booster attends skill practice on Thursday afternoon. He rides on the bus with the team; he eats with the team in the dressing room; he sits on the bench; he comes home with the team. And these Boosters say it's the greatest night they've ever had.

These men never realized what a wonderful group the athletes are. Over a period of ten years, you've got 100 fellows that really believe in your coaches and your teams. And when the team loses, the Boosters realize how much it hurts a coach because they're really sort of part of it.

Concerning patrons, here are some of the things I have done. I send a letter to every motel and restaurant in town, where I know the management is interested in the team, telling them the different teams coming to our town, the date, the name of the coach to contact. Our restaurant and motel people appreciate this.

I write a letter to all the service clubs. There are 18 in our community—Kiwanis, Rotarians, Lions, etc.—and I tell them that our head coaches would be very glad to speak to their members. Our head coaches speak at every one of the service clubs during the month of August.

I like to sell the relationship of grades and athletes together. The five best athletes in our school with the five highest grade averages are honored in May each year. The seniors who have the five best averages—well into the 90's—are front page stories.

As for the faculty, you must help the teachers. Help the new teacher especially. Try to get your coaches to help him or her, and he or she will help you when you need it. Something that one of our coaches started organizing is very effective. Our lettermen present an assembly in May for the teacher who has had the best school spirit. The resulting good feeling is amazing.

Concerning the news media, we write a letter every Monday to our newspaper, radio, and television, telling them the important things scheduled for the week. You must get to know your news media; it's surprising what a coach or athletic director can do with a sports writer. Our first reaction is to gripe at him, but we can't do that with the news media. Sports writers come and go. Get to know the publisher or the editor.

As for coaches, it's helpful for them to join service clubs and work on the United Giver's Fund. Also we assign bulletin boards to one coach in each school or urge the head coach to assign one assistant to a bulletin board and compete to see who has the best one.

Self-evaluation inspires coaches. I have a self-evaluation sheet with ten different items: "Can you coach without criticizing a boy personally," and so on. The coach ranks himself on a one to five scale. The first year is not too good, because the weak coaches rate themselves too high, but what we look for in the second year is improvement. This is a good way to counsel the coach; you have a counseling "in," very personal, between the coach and you. Self-evaluation is a good motivation for your coaches.

You must inspire your coaches to work for good public relations, because you are going to have losing seasons; if you have good public relations, you can stand the losing seasons better. The way to achieve good public relations is to get people involved, one at a time—help them and get them involved.

The Athletic Director and School Public Relations

J. Rupert Picott

There is almost as much faculty unrest in the public schools of America as there is student confrontation. New respect for the teacher and the teaching process is being forged by your colleagues in the classrooms of the nation who see teaching as a career—a profession, not a procession—and who are determined to bring these professional demands to the forefront. The actions of these teachers, who are no longer meek, supplicant, or smiling, promise much in leadership in education.

The first question asked is, Where are the athletic directors in these drives of the profession to change the public image of the profession? Maybe it is because you have a practice session with the basketball team to get ready for the game on the weekend, but I don't seem to see you as I travel "forth and back" across these United States of America. In many places, your absence has been noted and the lack of your presence has hurt the cause of professional public relations.

Frequently—enough to be noticed—athletic directors have not been part of the secondary school faculty and, in the process, an alienation has existed within school faculties. Sometimes even the school principal or the school superintendent, who often are paid less than the athletic director and who have certainly found themselves bereft of the homage paid the winning coach, feel a sense of separation. This distinction between the athletic director and the rest of the school teaching and administrative staff is a factor in depth in some places.

J. Rupert Picott is assistant director of the Division of Affiliates and Membership of the National Education Association. He has B.S. and D.Pd. degrees from Virginia Union University, the LL.D. from Virginia State College, and the M.Ed. from Temple University. Active in professional education associations, he has been executive secretary of the Virginia Teachers Association and president of the American Teachers Association. Among his many honors are his citation for "meritorious leadership in civic affairs and in human relations" from the Richmond, Virginia, Civic Council and his award for "leadership in human relations in the South" from the New York City Intercultural Educational Fund.

The next question asked is, What is the public relations responsibility of the athletic director toward the remainder of the secondary school faculty, the principal, the superintendent of schools?

There is a particular malaise of the 1960's. It is that the past decade has not been a gay period for most Americans, young or old. The blows of successive assassinations, the equally tragic though more comprehensible crisis of the cities, the growing bitterness of the poor amid the self-congratulations of affluence, the even greater bitterness of black Americans, rich or poor, for whom American society seems to combine legal equality with actual caste discrimination—all of these torments of our day have hit thoughtful young people with peculiar force.

The third question is, Where are and how often have the athletic directors of America, admittedly proponents of the balanced life, spoken out or taken leadership in the solution to these vital problems that now gnaw at the very fiber of our being as a people, a nation, a school system? What better public relations tie-in could there be than complete involvement in this ever-encompassing despair!

This is the day of mergers. The rapidity of combinations—large or small, and of the smaller being literally and figuratively swallowed up in the process—is a new way of life in our economy. The chain is endless, but from banks to rent-a-car, the control is from bigness out of New York, frequently funded by Texas money. In education, we are no less merger-oriented. Where there are two teachers' associations, one predominantly black, one predominantly white, or two statewide athletic control secondary school bodies, increasingly there are merged organizations in the respective states. America is a great melting pot still in our time, but in the merger of classroom teachers' associations, state and local, some expectation of equality of opportunity for all citizens just hasn't become a reality.

As I was privileged to say in the article "Color It Soul" in the November 1968 *Educational Leadership* journal of the Association for Supervision and Curriculum Development, NEA—

> "Too often, in our own profession, where once-separate school systems have integrated, black teachers and black administrators have been forced out or reduced in status. Where today, among America's 18,000 school administrators, is a Negro superintendent of a major school system, north, south, east or west? Or among 50 state school systems where is a Negro chief state school officer? Where are Negro college presidents except in institutions still predominantly enrolling blacks? Where are most of the black school principals of formerly all-Negro, now desegregated, public secondary and elementary schools?"

A fourth major question asked is, What state athletic association in all America is headed by a black person or an American Indian?

Frankly, I voice opposition to the lack of control that forces a basketball game to be moved from the evening hours to the afternoon, or a football game to be cancelled completely because of the threat, inside or outside, of disturbances. Now, obviously this is an involved problem growing out of the complexities of living in our times and perhaps many other factors. The circumstances are certainly not the province of any one specific group, however responsible or responsive. Yet, the reference is valid.

The fifth question asked in terms of public relations is, When and where have the athletic directors of the nation in concerted, concentrated maneuver demanded the freedom of operation rather than submit to certain so-called conveniences or procedures to avoid these happenings?

The President's Council on Physical Fitness during the tenure of past presidents Eisenhower, Kennedy, and Johnson have deplored the lack of physical stamina, the softness of muscular development, and all-round decline of physical well-being of American youth. The White House tells me that the physical condition of American youth seems to be deteriorating rather than getting better.

We sit from morning till midnight on New Year's Day by that nefarious "tube of incapacitation" watching one football game after another. On the field are 200 or 300 persons, watched by 40,000,000 chair-bound, calorie-addicted, vision-blurred Americans whose chief form of exercise is perhaps to walk the distance from the television set to the kitchen refrigerator.

The sixth question posed is, When and where and in what massive public relations stint have the athletic directors of America sought to change this trend toward nonphysical, spectator philosophy and procedure to the active involvement of every American youngster in the programs of physical development that will move us once again to a nation of hardy, physically fit individuals?

Almost every major magazine in the country with national circulation has in the past year presented articles on "student unrest" and "student dissent." The activists say, and it is true, that much of contemporary education at all levels is irrelevant and unresponsive to the problems of the American society. Typically, it is contended, relevance diminishes as the student climbs the educational ladder. Much graduate work is as constructive as counting angels on the head of a pin, it is charged.

The seventh question asked is, When and where, in a massive national effort, have the athletic directors really tried to change the school curriculum—outside of your own bailiwick—to make the total school curriculum, for the first time since the period of agrarian America, genuinely relevant to the society and needs of today?

Summary

The focus here has been on discussion for improved America. The truth is that our nation is in trouble—deep trouble—and sometimes the cracks in the facade are even more evident in the suburbs than in the inner city. But regardless of where the problem abounds, therein lies the opportunity for improvement. This is the hope and the challenge.

I happen to believe that you, because you teach the person and because your continued success is dependent in large measure on victory, can chart the way for the solution in our day of some of the major problems that beset education in America within and outside the profession.

Postscript on Public Relations

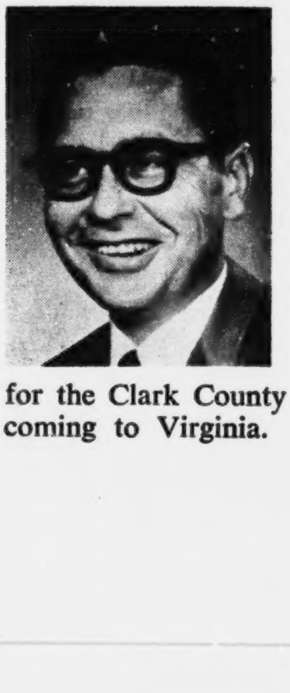
Ross N. Tucker

In my estimation, the athletic director has a 24-hour-a-day school public relations job to do, particularly in educating his fellow instructional colleagues and associates in placing the physical education program in the right light as an important part of the total school effort, and not something that is separate and apart. This emphasis, as with all professional educational communications, is to personally relate, "to tell, not sell." Perhaps the most important single contribution the athletic director can make is through concerted, face-to-face communication in relating the simple facts that the athletic field and the gymnasium are teaching and learning laboratories and must be set in the same context as the classroom.

Seen through the eyes of a professional educational communicator, the second area of school public relations which athletic directors must focus their attention on internally, is constant attention to improving their reputations as educational leaders. Extreme care and concentration should be used in working out and pin-pointing relationships with fellow educators, mainly at the teacher level, to avoid misunderstandings of what the role of the athletic director is. Competency and ability must be stressed, especially in such thorny working areas as budget requests and professional advancement.

Externally, athletic directors need to be acutely aware at all times that athletic competition for many school patrons is the only way a good percentage of the taxpaying public is willing to measure your school's total program and to judge the school system as a whole. The school public relations implications here are tremendous. The public is not only watching the performance of the team and coaches, but also has a keen interest in how the program looks, how the traffic is controlled, how the band performs, and how the student body generally conducts itself.

Many school systems, regardless of size, have trained communications specialists ready and available to furnish technical help and know-how to athletic



Ross N. Tucker has been director of school-community relations for the Fairfax County, Virginia, Public Schools since 1967, and is responsible for carrying out a planned and continuous communications program designed to help define problems and issues facing public education in one of the nation's 20 largest school systems. He holds a bachelor's degree in journalism from the University of California at Berkeley and an M.A. in educational administration from the University of Nevada. He was coordinator of information services for the Clark County School District, in Las Vegas, Nevada, before coming to Virginia.

directors who should not be afraid to use this aid to help tell the physical education story. The logical starting point for the athletic director is to determine the extent to which the system is willing to project the total physical education program and where and how this professional assistance is available.

Mr. Tucker expressed the following views for Gerald T. Coyne:

In my opinion, the athletic program presents more opportunities for good public relations than any other area in the curriculum. When I speak of athletics, I mean the type of varsity and intramural competitive contests that are based on a system-wide effective program of physical education.

In my experience, there is no part of the total school program with which the average adult is more familiar or with which he feels more comfortable. This, I believe, results from his personal participation and support of teams during his school years, from extensive publicity on television and other news media of local and national sporting events, as well as increased interest in recent years in carry-over sports for the individual. Many adults are self-appointed "experts" in athletics, but readily admit an unfamiliarity with other aspects of the school curriculum.

"What affects the child affects the parents" is a fact of life. A boy or girl participating in varsity or intramural sports brings into each home, at least vicariously, to each parent the thrills, drama, and personal experiences of athletics. The full impact on a home having a son or daughter trying out for or on an athletic team can run the gamut from a change in meals and family schedules to parental identification with the team and attendance at games. Members of the band, cheerleaders, and dance groups connected with the games also bring the same spirit of adventure, interest, youth, and vitality into their individual homes.

I believe the inherent interest and motivation of the public and students in athletics can promote good school and community spirit as well as help the entire school program.

There are those who feel that the Notre Dame football team, by securing national public support, assisted in developing a small Indiana college into one of our nation's great intellectual centers.

I believe, in a related fashion, that proper communications with the community concerning the athletic program can help with bond issues, taxes, etc., and promote a better climate and greater support for the total school curriculum. Therefore, the athletic director, coaches, and similar personnel are riding one of the lead horses in the school public relations field. Public relations is really a personal matter. Good rapport with the communications media and community is a responsibility of each teacher in athletics. The athletic director may coordinate the activities, but the responsibility is too great to be turned over to one so-called "expert," and then perhaps forgotten. Success can only come if each involved person becomes an activist and does something.

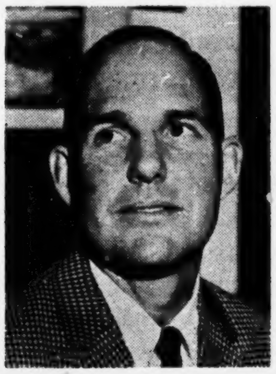
Preparing Athletic Budgets Through Data Processing

Edwin Long

Several years ago I became fascinated with the possibility of the use of data processing equipment in the construction of athletic budgets. Not only was I fascinated, I was over my head with work assignments and felt some method had to be devised to construct the athletic budget which could reflect a saving of time and a greater degree of accuracy than we had experienced in the past, when we had used the old-fashioned method of typing athletic budgets, then adding the columns reflecting the subtotals and eventually a grand total, and finally proofreading and double-checking each of these for accuracy, because it is almost impossible to go through an athletic budget without making an occasional error or two in the cross-multiplying of unit costs versus quantity costs.

Furthermore, the fourth, fifth, and sixth carbons of the athletic budgets were frequently illegible, and the item that appeared on line one of the first copy would appear on about line three of the fifth or sixth carbon. When it came time to read and discuss budgets, it was a serious problem. Consequently, the Phoenix Union High School System embarked upon a method to construct the athletic budgets for its ten high schools through the use of data processing primarily to provide a savings of time and to achieve a greater degree of accuracy in the final product.

Reviewing some of the advantages of data processing budget construction which evolved from our experience, the first, which is one of the things we were looking for, is accuracy. Once the bugs have been worked out on



Edwin Long is physical education consultant and director of athletics for the Phoenix Union High School System, Phoenix, Arizona. He has the B.A. and the M.A. from Arizona State University. His basketball teams dominated the state for several years, achieving a record of 113 wins and 7 losses. He has served as president of the Phoenix City Coaches Association, the Arizona Association for HPER, and is currently the president of the Southwest District of AAHPER. Through his efforts the first regional Elementary School Physical Education Leadership Clinic was held by the Southwest District in Phoenix. He also serves as state project coordinator for the AAHPER Lifetime Sports Education Project.

trial runs in the use of this type of budgeting, achievement of accuracy becomes almost fool-proof. Along with accuracy comes the point that, if an error is made, it is repeated consistently at all ten schools and usually shows up immediately in the budget-reviewing stages.

The second advantage is simplicity. The forms we use in the budget-making process are simple; they are easy to fill out; they reflect a great amount of information; and they are easily understood by the many people involved in the construction of athletic budgets when you have ten high schools and some 13 different sports, including four girls' sports and the pompom and cheerleading activities.

The third advantage we have discovered is that budget making through the use of data processing equipment is economical. It saves time and I can think of no more important commodity these days. Very little time is spent by those who initiate the budgets and much less time is spent at my level in reviewing and recommending approval of the budgets. Even more important, much less time is spent in implementing the budgets once they have been prepared and approved by the board of education.

A fourth advantage are the by-products which result from having budgets set up on data processing equipment. Two of these by-products we have already implemented and use all the time. Two more bear serious investigation as, in my opinion, they can realistically be used in the future. The first by-product which we use in our district is typing of warehouse requisitions from the original budget. I will go into this in more detail later.

The second by-product is a vendor requisition which is produced in a seven-part copy all filled in and typed out by the machine, ready for the coach who initiated the budget to now initiate the requisition when he sees fit. These requisitions are printed according to code, that is, capital outlay items, supplies, transportation, repairs, and items purchased from gate receipt funds.

A third by-product I can foresee in the future is a purchase order for a vendor which can, I believe, be made from the budget in the same way the requisitions are made. I think this can be easily handled; all that would have to be identified or added to the purchase order or an extra copy of the requisition would be the purchase order number, the vendor's name and address, the unit, and the total price, and it would be ready to mail to the vendor, thus saving retyping of all the other information which goes on a purchase order.

Another by-product I can visualize is the inventory. Is is important to all of us and easily adapted to this type of budget making. We could carry a running inventory at a particular school of a particular item to be identified on the budget form at the same time the coach initiates his budget requests for the coming year, by merely adding a second quantity column to reflect the present inventory. Certainly all of us respect the importance and use of inventories, and it can become useful and helpful in screening the athletic budget.

A fifth advantage is speed, which somewhat relates to economy. We can actually make the athletic budgets for ten high schools for 13 different sports—a budget which totals approximately $270,000—in a matter of a very few days. If it *had* to be done and you had access to the key punch operators and the running time on the data processing equipment, this could very easily be constructed in ten days. Our biggest hold up is the key punch time and the machine running time.

A sixth advantage is control of the requisitioning of items from the athletic budget once it has been approved and placed in the hands of the many coaches in a large multischool district. Whenever you have ten high schools and a large, comprehensive athletic program, if you can control the flow of the requisitions, it is really important to your buyers and your warehouse personnel as well as to you as the athletic director in reviewing the requisitions once more as they are processed. By having all the requisitions printed off the machine at the end of the school year and then separating them by sports, you are able to release a certain sport at a certain time with the instructions that these requisitions be processed immediately. Therefore, you are able to control their flow through the different business offices which may have to be used in your particular school district. In our case, it is budget control first, my office second, and the purchasing division third. By following this procedure, if I have had a change of mind or there is a change of specifications, I am able to adjust the requisitions before they go to purchasing for issuing of a purchase order or a warehouse stock requisition.

The seventh advantage is that of making what I call a "composite" budget of all ten of our high schools, item by item, so I can get a quick bird's eye view of any one item on a district-wide basis. For example, the first item on the football budget might be athletic socks. By turning to the first page of the composite football budget, I can compare and see the quantities requested from all ten schools for this particular item. Each item reflects a total quantity for the entire district of ten schools along with the dollars and cents amount budgeted.

Many things can be related immediately and errors can be detected easily. For example, if you know that ten local charter buses will be needed for varsity football team during the season and a school has only budgeted for five, it becomes immediately and easily obvious that a mistake was made in the budgeting. This can be pointed out to the school and corrected in time to avoid an embarrassing situation September first.

In the next few pages, I present the step-by-step process we use in the construction of our athletic budgets.

The first year of using this particular method of budgeting for athletics almost cost me and some of my colleagues our jobs for being so insistent in carrying it out. Our budget making was full of errors. We had changed some of the forms being used and people had difficulty in acclimating themselves to some of these changes. Requisition forms were oddly shaped because margins were needed on the sides for the machines to feed them through for printing purposes; therefore, they came out a little larger than the conventional requisitions. I pleaded that everyone who was upset and disturbed over this type of budget making should please be patient and give us one year to work out the kinks and bugs. They did, and we did, and I venture to say that if we turned budget making back to the old method of a more manual nature, I probably *would* be fired!

Exhibit A is page one of the athletic budget for one of our high schools in Phoenix. The first column on the left, identified by the heading ID#, refers to the identification number given each item on the budget. We use this number in discussing budget items from time to time over the phone with the buyers or with people at the schools so we can refer to a number rather than a description of an item or a name. Some numbers are prefixed with the letter "S" which indicates that this is a warehouse stock item. When requisitions are printed, the stock items are printed on separate requisitions from the nonstock items. We are very fortunate in Phoenix in that we have a tremendous warehouse system and are able to warehouse about 80 percent of our athletic equipment. As an example, last year we had all of our football jerseys in warehouse stock by the first of February.

The second column, QTY, is the only column left blank in the first step of our budget-making procedure. This item is filled in by the coach and is the key item in the first step of budget construction.

The next column is headed by the letters UN, which means "unit" or "school." Any time that I see Unit 1, I immediately associate this with Camelback High School; Unit 2 is Carl Hayden High School; Unit 3, Central High School; etc.

The fourth column has a heading of DP, which represents "department," or the particular sport involved. For example, the number 73 appearing on this example immediately tells me this is a football budget; 74 represents cheerleaders, 75 baseball, and so on down the line with all of athletics being assigned the 70 and 80 series of any of our data processing work. Once acquainted with these numbers, you can read them as if they actually said "football," "baseball," "basketball," etc.

The next column is given the heading CODE. This merely reflects the state code that relates to that particular item, whether it is a capital item or an instructional item, a medical item or repair item, etc. Some items reflect the abbreviation ACT instead of a code number. This indicates that the item is purchased from athletic gate receipts. Each of the different codes can be given a subtotal which also gives a chance to compare different prices in different categories of one budget to another or one school to another and also separates tax budget funds from activity or gate receipt budget funds. When the many codes are added together into a grand total, the result is the total budget for that particular sport; and the sum of these figures gives a particular school's budget. The individual school budgets added together give a *grand* grand-total for the entire district's athletic budget. Having all these things in the machine on a code basis, a department basis, a unit basis, and a quantity basis, makes possible many different studies or breakdowns for comparing the athletic budget.

The next column, DESCRIPTION, describes the particular item presented on that particular line. Included is a complete description, and provision

ATHLETIC BUDGET 1965–1966 FOOTBALL

ID#	QTY	UN	DP	CODE	DESCRIPTION	UN COST	UNIT DESCRIPTION	AMOUNT
100050		1	73	2130	BELTS WEB CHAMP	$ .40 Ea	24 REP	
					SIZES:. . . .MED. . . .LG. . . .XLG			
					WIDTH:. . . .1 IN. . . .1 ¼ INCH			
S00075		1	73	2130	CHIN STRAPS, ADAMS PRO WHITE	$ .75 EA	40 REP	
S00125		1	73	2130	FACE BARS WILSON F2182	$ 1.75 EA	40 REP	
S00150		1	73	2130	FACE GUARDS RAWL 14NG	$ 6.75 EA	3 REP	
S00175		1	73	2130	FOOTBALLS PENNSYLVANIA PF6S	$ 12.00 EA	10 REP	
100200		1	73	2130	GAME JERSEYS CHAMP FB26	$ 4.00 EA	40 REP	
					. . . . .STYLE. . . . .SLEEVE			
					. . . . .BODY COLOR. . . TRIM STYLE			
					. . . . .TRIM COLOR. EXTRAS.			
					X CUT. . . . .SDS. . . . .OTHER			
					PUT SIZE BEFORE NUMBER . . .10. . .11			
					. . . . .12. . . . .13. . . . .14. . . . .15. .16			
					. . . . .17. . . . .18. . . . .19. . . . .20. .21			
					. . . . .22. . . . .23. . . . .24. . . . .25. .26			

EXHIBIT A. *Athletic budget.*

is made for the coach to insert on the requisition all vital information necessary to complete the requisition and send it to the buyer for purchasing purposes. I am referring to such things as sizes, colors, widths, trim styles, sleeve styles, and other information necessary to give a complete description of all pieces of athletic equipment. In some cases a single line description is all that is needed; sizes, etc., are not vitally important. Other items, such as football game jerseys, require several lines to reflect the size in relationship to the jersey number, etc., to have the available information for the buyers or purchasing division.

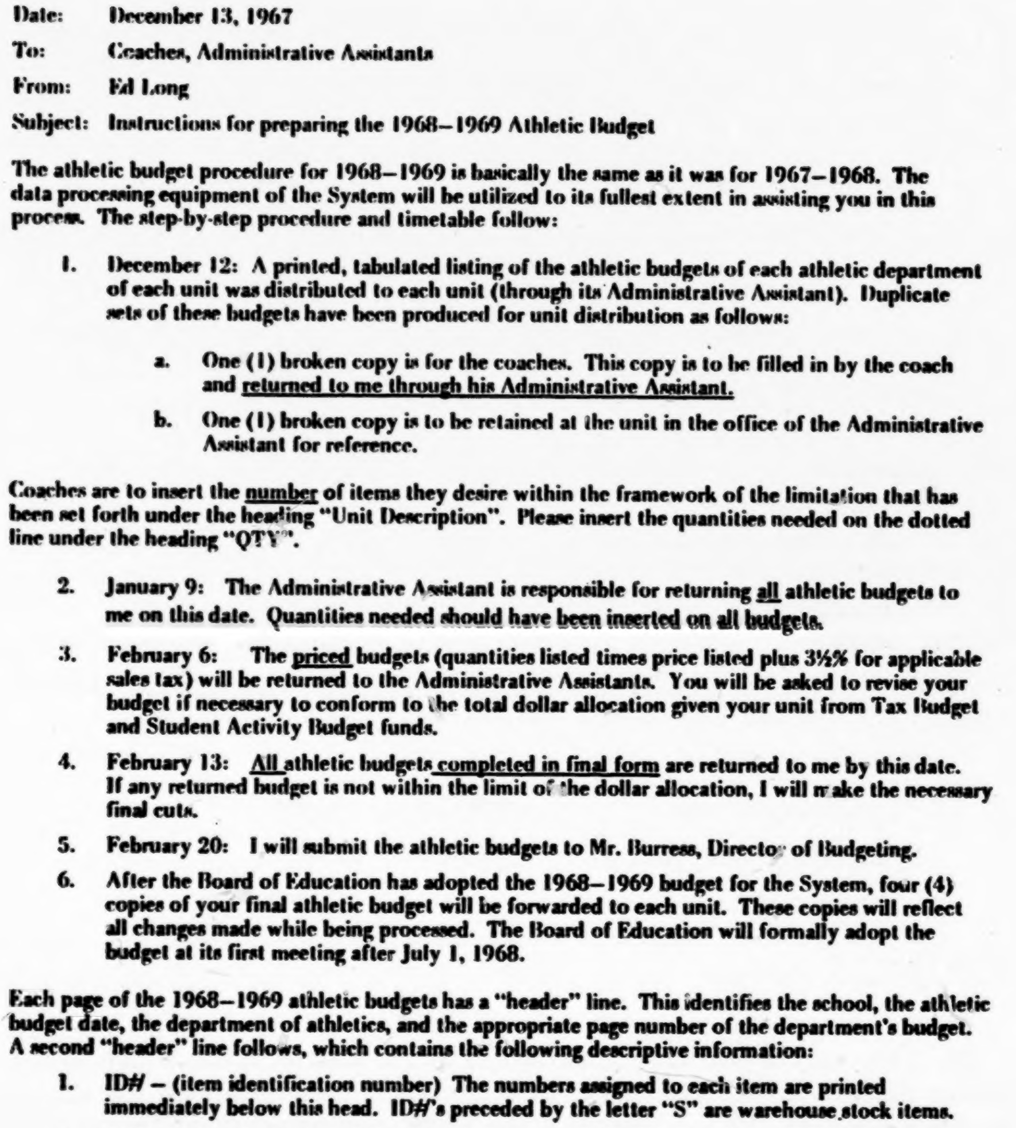
This column is probably the key to the entire athletic budget because the description of the items must be completely accurate, and must be predetermined or the requisition part of the budget is of no value. Options can be offered here so that the coach can check one or the other of a certain description or style. We established our descriptions, or specifications, through a joint process of working in group meetings with the different coaching departments. We review these annually to meet our latest needs insofar as specification changes are concerned, but few changes have to be made each year.

The next column reflects the UNIT COST of each item. In some cases the unit cost may be a dollar and cent denomination which must be multiplied by the quantity required to come up with the total amount of money to be put in the budget for that particular line for that particular item. For example, to cover football laundry, the unit cost may be $25, and the quantity might be ten. The machine would then multiply ten times $25 to come up with a total of $250 as the amount the coach requests for laundry for football. Our previous year's buying experience dictates the unit costs used for the coming year.

The next column, UNIT DESCRIPTION, is a unit maximum purchase or the most that can be requested of any single item. In no case, however, is enough money provided for a school to purchase a maximum of all items in one budget. We have tried to place a control here by requesting that most of these are purchased only on a replacement basis (REP means replacement). If a coach requests a dozen of a certain item, he must come up with the old ones to be discarded or turned in for replacement.

The last column provides space for the insertion of the amount put into the budget for a particular item. This amount doesn't come out even when multiplying the quantity times the unit cost. Instead, the machine automatically adds 4 percent into each line to cover the Arizona sales tax or for payroll items where we have to add 4 percent matching funds.

The first step in budget preparation is to issue a budget information memorandum (Exhibit B), which goes out to each coach. This includes, of course, the date the memo is initiated and to whom it is addressed and reflects basically (1) the procedure to be followed, (2) a calendar schedule to be followed, (3) the inclusion of budget allocations for that particular school, and (4) a breakdown of these budget allocations as to how much money is appropriated from tax budget funds and how much from student activity or gate receipt funds.



Date: December 13, 1967

To: Coaches, Administrative Assistants

From: Ed Long

Subject: Instructions for preparing the 1968–1969 Athletic Budget

The athletic budget procedure for 1968–1969 is basically the same as it was for 1967–1968. The data processing equipment of the System will be utilized to its fullest extent in assisting you in this process. The step-by-step procedure and timetable follow:

1. December 12: A printed, tabulated listing of the athletic budgets of each athletic department of each unit was distributed to each unit (through its Administrative Assistant). Duplicate sets of these budgets have been produced for unit distribution as follows:
    - a. One (1) broken copy is for the coaches. This copy is to be filled in by the coach and returned to me through his Administrative Assistant.
    - b. One (1) broken copy is to be retained at the unit in the office of the Administrative Assistant for reference.

Coaches are to insert the number of items they desire within the framework of the limitation that has been set forth under the heading "Unit Description". Please insert the quantities needed on the dotted line under the heading "QTY".

2. January 9: The Administrative Assistant is responsible for returning all athletic budgets to me on this date. Quantities needed should have been inserted on all budgets.
3. February 6: The priced budgets (quantities listed times price listed plus 3½% for applicable sales tax) will be returned to the Administrative Assistants. You will be asked to revise your budget if necessary to conform to the total dollar allocation given your unit from Tax Budget and Student Activity Budget funds.
4. February 13: All athletic budgets completed in final form are returned to me by this date. If any returned budget is not within the limit of the dollar allocation, I will make the necessary final cuts.
5. February 20: I will submit the athletic budgets to Mr. Burress, Director of Budgeting.
6. After the Board of Education has adopted the 1968–1969 budget for the System, four (4) copies of your final athletic budget will be forwarded to each unit. These copies will reflect all changes made while being processed. The Board of Education will formally adopt the budget at its first meeting after July 1, 1968.

Each page of the 1968–1969 athletic budgets has a "header" line. This identifies the school, the athletic budget date, the department of athletics, and the appropriate page number of the department's budget. A second "header" line follows, which contains the following descriptive information:

1. ID# – (item identification number) The numbers assigned to each item are printed immediately below this head. ID#'s preceded by the letter "S" are warehouse stock items.
2. QTY – (quantity) Dotted lines have been created immediately below this heading for the insertion of the quantity of items you wish to budget.
3. UN – (unit) The number appearing below this line is a code identification of the school.
4. DP – (department) Number appearing below this line is a code identification of the department.
5. CODE – Four digit numbers appearing below this line identify designated state code for budgetary purposes.
6. DESCRIPTION – The budget item is properly described below to include vendor's catalog numbers, sizes, colors, widths, etc. PLEASE DO NOT FILL IN THE BLANKS IN THIS SECTION. They will be used at the time the "tabulated requisition" is forwarded to you for completion.
7. UN COST – (unit cost) The expected cost to be incurred for the purchase of the unit(s) described is set forth in the column immediately below this heading. This cost will be used in all cases in extending the budget amount. Any substitutes in price or item will not be made unless it is deemed advisable for all units.

EXHIBIT B. *Budget information memorandum.*

8. **UNIT DESCRIPTION – In the column immediately below this heading, maximum quantities or dollar amounts are set forth. In no case should there be a time when the quantities you set forth as your budget needs exceed the maximums found in this column. If they do, they will be reduced to the maximums stipulated.**

9. **Allocations for each unit:**

a. From tax budget funds:	**$15,500**
b. From activity budget funds (by sports):	**7,500**
***(district level):**	**3,150**
Total: all departments	**$26,150 x 10 = $261,500**

***car purchase and maintenance, post-season activities, awards, equipment man overtime, bleacher rental**

1968–1969 Athletic Budget Guidelines

Tax budget funds (by sports);		**$15,500**	
Activity budget funds (by sports)		**7,500**	**$23,000**
District level			
Activity budget funds:			
Car purchase and maintenance	**$1,000**		
Post-season activities	**500**		
Awards	**1,000**		
Equipment man overtime	**200**		
Bleachers	**450**	**3,150**	**$26,150**
			x 10 = $261,500

RECAP:

Total tax budget funds = $15,500 x 10 = $155,000

Total activity budget funds = $10,650 x 10 = $106,500

TOTAL BUDGET = $261,500

EXHIBIT B. (cont.)

We also carry a portion of the budget at the district level, which merely means that the amount of money is kept in a lump sum for all ten schools to draw upon as needed. Some of the items purchased from this district-level fund are the annual purchase of previously allocated items such as station wagons and their maintenance, postseason activities (which is an item that can't always be foreseen), awards, some of the athletic equipment men's overtime, and bleacher rental.

For the benefit of new coaches, we also give a brief one- or two-sentence description of the several columns that are reflected in the budget worksheets.

The second step is to give each coach who will be filling out a budget request a complete budget which includes all the things mentioned in Exhibit A. He merely goes through the budget and marks the quantities of items he wishes for a particular sport, line by line, omitting those he does not want. At the end of the budget the coach may write in additional items not already listed but which he thinks he wants so I can review them and give consideration to approval or disapproval of them. Exhibit C shows the first page of the budget form completed by a coach.

ALHAMBRA ATHLETIC BUDGET 1964–1965 FOOTBALL

ID#	QTY	UN	DP	CODE	DESCRIPTION	UN COST	UNIT DESCRIPTION	AMOUNT
100025	12	14	73	2130	ATHLETIC SOCKS. CHAMPION 198	$ 8.00 DOZ	24 DOZ	99.36
100050		14	73	2130	BELTS WEB CHAMP	$ .40 EA	24 REP	.00
					SIZES: . . .MED. . .LG. . .XLG			
					WIDTH: . . .1 IN. . .1¼ INCH			
S00075	404014	14	73	2130	CHIN STRAPS, ADAMS PRO WHITE	$ .75 EA	40 REP	31.05
S00125	6	14	73	2130	FACE BARS WILSON F2182	$ 1.75 EA	40 REP	10.86
S00150	3	14	73	2130	FACE GUARDS RAWL 14NG	$ 6.75 EA	3 REP	20.90
S00175	10	14	73	2130	FOOTBALLS PENNSYLVANIA PF6S	$ 12.00 EA	10 REP	124.20
100200	40	14	73	2130	GAME JERSEYS CHAMP FB26	$ 4.00 EA	40 REP	165.60
					. . .STYLE . . .SLEEVE			
					. . .BODY COLOR . . .TRIM STYLE			
					. . .TRIM COLOR. EXTRAS.			
					X CUT. . . . .SDS. . . . .OTHER			
					PUT SIZE BEFORE NUMBER. . .10. . .11			
					. . .12 . . .13 . . .14 . . .15 . . .16			
					. . .17 . . .18 . . .19 . . .20 . . .21			
					. . .22 . . .23 . . .24 . . .25 . . .26			

EXHIBIT C. *Completed budget.*

Once this rough draft is finished, which doesn't take much time or effort on the part of the coach, it is forwarded to my office. We collect all ten budgets and turn them over to data processing where the recommended quantities are key punched, cross multiplied by the unit cost to reach the many subtotals and eventual grand total for each individual school. These figures are then added together to reach the grand grand-total for the district.

If, at this point, the total requested for a particular school exceeds their allocation, the budget is returned to the school with instructions to cut the budget to stay within the allocated figure. The coaches then go over it again with their own needs in mind, give and take one sport against another, until they cut the budget down to the figure we have allocated in the beginning. Then the budget is resubmitted to me. I check each one over once more before submitting them all to data processing for a second print-out.

The third run (Exhibit D) is our final print-out of athletic budgets for that particular school. At this step, we run multiple copies of the budgets in two formats. First they are run as in Exhibits A and C; then in Exhibit D, which is called a short form, which merely means that instead of including all the information under the DESCRIPTION column, we have used only the first line which describes the basic item. In other words, game pants, Southland SP67, is all that would appear on that budget, not reflecting the color, body stripe, size, etc., which might be necessary to prepare the requisition. This shortens the length of the entire budget for each sport to a matter of two or three pages, making them easier to handle. The detailed information isn't really vital after this point, anyway.

Exhibit E shows page one of the composite print-out which I spoke of earlier. This reflects totals in the quantity column and totals in the amount column of each individual item for all ten schools. This is very helpful insofar as putting out the bid and being able to analyze and see how much is being spent on different items on a school-wide basis. This is the only budget I really use in my office. I do not use the ten individual school budgets; I use the composite which is printed out in the short form.

It is easy to read and is the best way to review because all ten budgets can be checked at one time by a quick glance, item by item. I can get a quick comparison of what each school asks for and after a time you get to know the schools and the programs and know exactly what to look for in the way of mistakes. You can then make corrections so you don't get caught the following football season budgeted for only half enough money for officials, or transportation, or some fixed charge without which you cannot get by.

We now print out eight budgets for each school, but give only one to each school at this date of our budget season. The others are distributed at the end of the school year after the board of education has approved the budget.

At the same time, we also print up the requisitions which are kept in my office until we decide it is the appropriate time to distribute them.

CAMELBACK ATHLETIC BUDGET 1965–1966 FOOTBALL

ID#	QTY	UN	DP	CODE	DESCRIPTION	UN COST	DESCRIPTION	AMOUNT
S00025	24	01	73	2130	ATHLETIC SOCKS. CHAMPION 198	$ 8.00 DOZ	24 DOZ	198.72
S00075	40	01	73	2130	CHIN STRAPS. ADAMS PRO WHITE	$ .75 EA	40 REP	31.05
S00125	15	01	73	2130	FACE BARS WILSON F2182	$ 1.75 EA	40 REP	27.11
S00175	10	01	73	2130	FOOTBALLS PENNSYLVANIA PF6S	$ 12.00 EA	10 REP	124.20
100200	40	01	73	2130	GAME JERSEYS CHAMP FB26	$ 4.00 EA	40 REP	165.60
100225	6	01	73	2130	GAME PANTS SOUTHLAND SP67	$ 13.50 PR	6 REP	83.83
100250	40	01	73	2130	GAME STOCKINGS. CHAMPION	$ 2.65 PR	40 PR REP	109.71
S00275	24	01	73	2130	GRID PADS. WILSON 9420	$ 1.50 PR	24 PR REP	37.26
100300	15	01	73	2130	HEADGEAR PLASTIC. . . .STYLE.	$ 18.95 EA	40 REP	294.14
100325	2	01	73	2130	HELMET TAPE. . . . . . .COLOR.	$ 3.95 ROLL	36 YDS	8.17
S00350	12	01	73	2130	HIP PADS. RAWLINGS 17KP	$ 9.00 PR	12 PR REP	111.78
S00475	48	01	73	2130	INNER SOLES ASSORTED SIZES	$ .25 PR	48 PR REP	12.42
S00500	2	01	73	2130	JAW PADS HELMET ADAMS	$ 14.00 DOZ	24 DOZ PR REP	28.98
S00525	4	01	73	2130	KICKING TEE. VOIT	$ 2.10 EA	4 REP	8.69
S00550	40	01	73	2130	KNEE PADS P100	$ 4.00 PR	40 REP	165.60
S00575	2	01	73	2130	OFFICIALS SHIRTS. RAWLINGS 20KRS	$ 6.50 EA	4 EA	13.45
100625	108	01	73	2130	PRACTICE JERSEYS. CHAMPION NY56	$ 3.00 EA	108 REP	335.34

EXHIBIT D. *Final print-out of athletic budget.*

ATHLETIC BUDGET 1968–1969

ID#	QTY	UN	DP	CODE	DESCRIPTION	UN COST	UNIT DESC.	AMOUNT
S00025	24.00	01	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	199.68
S00025	24.00	02	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	199.68
S00025	12.00	03	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	99.84
S00025	24.00	04	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	199.68
S00025	24.00	05	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	199.68
S00025	24.00	06	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	199.68
S00025	24.00	10	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	199.68
S00025	14.00	14	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	116.48
S00025	24.00	15	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	199.68
S00025	24.00	16	73	5611	ATHLETIC SOCKS. CHAMPION	8.00 DOZ	24 DOZ	199.68
	218.00 T							1,813.76 T
100050	24.00	01	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	9.98
100050		02	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
100050		03	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
100050		04	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
100050		05	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
100050		06	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
100050		10	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
100050		14	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
S00050		15	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
100050		16	73	5611	BELTS WEB CHAMP	.40 EA	24 REP	
	24.00 T							9.98 T
S00075	40.00	01	73	5613	CHIN STRAPS, ADAM S PRO WHITE	.70 EA	40 REP	29.12
S00075	40.00	02	73	5613	CHIN STRAPS, ADAMS PRO WHITE	.70 EA	40 REP	29.12
S00075	20.00	03	73	5613	CHIN STRAPS, ADAM BRO WHITE	.70 EA	40 REP	14.56
S00075	20.00	04	73	5613	CHIN STRAPS, ADAMS PRO WHITE	.70 EA	40 REP	14.56
S00075	20.00	05	73	5613	CHIN STRAPS, ADAMS PRO WHITE	.70 EA	40 REP	14.56
S00075		06	73	5613	CHIN STRAPS, ADAMS PRO WHITE	.70 EA	40 REP	
S00075	40.00	10	73	5613	CHIN STRAPS, ADAMS PRO WHITE	.70 EA	40 REP	29.12
S00075	40.00	14	73	5613	CHIN STRAPS, ADAMS PRO WHITE	.70 EA	40 REP	29.12
S00075	40.00	15	73	5613	CHIN STRAPS, ADAMS PRO WHITE	.70 EA	40 REP	29.12
S00075		16	73	5613	CHIN STRAPS, ADAMS PRO WHITE	.70 EA	40 REP	
	260.00 T							189.28 T

EXHIBIT E. *Composite print-out.*

For example, in the spring of the year we distribute the football budget, the cross country portion of the track budget, and the pompom and cheerleading budgets. We will process those and get them out of the way before school ends, so we can handle all of our purchasing and delivering to the schools during the summer and have everything ready to go when the coaches come back in the fall at the start of their season.

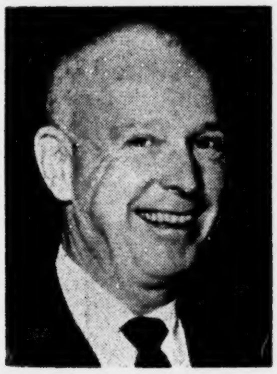
Our particular method has become so well liked in our school district that we are rapidly moving into it for all of the subject matter areas on a line budget basis, and I know it will become a standard procedure in our school district in Phoenix in the very near future.

Trends in School Athletic Insurance

Lawrence W. Grimes

The prerequisites for school athletic insurance are here to stay and will multiply in the future. Schools, pupils, athletics, together with ever-increasing "claim-conscious" parents are the reasons for its continued growth. There have been many changes in its philosophy with the growth of athletic insurance. The "style" has changed in keeping with the times and will continue to do so.

Most school districts are required by statute to provide for general liability insurance. This is defined as "to save harmless and protect all teachers, members of administrative staffs, or employees from financial loss arising out of any claim, demand, suit, or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person within or without the school buildings; provided such teacher; employee, etc., was acting within the scope of his employment." In brief, suit must be brought against the district and negligence proven for the injured to recover any loss. The key here is that negligence be proven. Negligence is the failure to act as a reasonably prudent person would act under the specific circumstances involved. In short, if one could or should have anticipated trouble, failure to take preventive action is imprudent, and therefore negligent. Each year more and more judgments are handed down by the courts, resulting from school injuries to "infants" while participating in physical education and athletics. Here, the style is more prevalent than ever as evidenced by the number and amount of such judgments. School districts are continually required to increase the limits of their liability coverage in view of these judgments.



Lawrence "Larry" W. Grimes is executive secretary of the New York State High School Athletic Protection Plan, Inc., with offices in Schenectady, New York. With undergraduate and graduate degrees in physical education, he was director of physical education and coach in public and private schools in New York State for 11 years before assuming his present position, which he has held for 20 years. He has officiated both basketball and football and is an ex officio member of the New York State Public High School Athletic Association.

The majority of athletic injuries do not involve liability. Therefore, we direct our attention to the topic at hand—medical indemnity insurance for athletic injuries. Prior to 1930, (1) only a small percentage of parents had any accident insurance; (2) the insurance industry was not active in school athletic insurance because of unavailable statistics as to its risk; and (3) only a limited number of schools self-insured, those primarily for football where gate receipts were available. The Wisconsin High School Athletic Association was the pioneer in the field of school athletic insurance. In 1930, it made available to its member schools insurance coverage for football. Other state high school athletic associations followed suit. Their success was evidenced in that over a period of a few years, these benefit plans expanded their coverage to provide medical indemnity for all interscholastic athletics and intramural and physical education activities. In the 1940's there were 25 states participating in their own nonprofit sponsored benefit plans. In the late 1940's and the early 1950's the insurance industry became aware of the success of these plans which was inviting enough to encourage commercial companies to enter the field. The commercial field became so competitive with such attractive premiums, together with the pressures of local taxpaying insurance agents, that many school administrators were sympathetic toward this type of coverage. They felt it relieved them of all responsibilities for the school insurance program inasmuch as the carrier contracted to pay unlimited sums for almost anything that even resembled a school-associated injury.

This brought about the first major change in "style." Some state associations terminated their benefit plans, for a variety of reasons: (1) their prime function being athletics and not insurance, in that it was now available to schools through the insurance industry; (2) the volume of underwriting was not sufficient to withstand any competition; and (3) insurance companies contracted with state associations to write policies for its member schools. Although the style changed, the result was more pupils insured, in that policies were available in all states.

Competition is good for any commodity. As a consequence, the basic philosophy of school athletic insurance was made more comprehensive in that most of the benefit plans included "pupil" coverage for all school activities, from kindergarten through twelfth grade. This change in style broadened the scope of coverage both in activities and in insurees.

Today there are eight state high school athletic associations which still very successfully sponsor their own benefit plans. I assume that those responsible for assigning me the topic "Is Athletic Insurance Going Out of Style?" raise this question in view of the fact that the number at one time was 25. I believe that to a certain extent these benefit plans have been, and still are, most instrumental in controlling the cost factor of competitive policies in their own state as well as exerting some influence on nationwide rates. These plans have adopted many of the trends of the insurance industry: (1) nonallocated benefits compared to the original plans which were all founded on a scheduled indemnity basis, (2) catastrophic coverage, (3) group coverage, (4) nonduplication of benefits, and (5) premium rates based on individual school experience rating. Going out of style? No! — staying abreast of the style.

California is the only state in which the schools are required by statute to furnish accident insurance for their pupils. Originally school districts felt morally obligated to help parents defray medical expense resulting from interscholastic injuries. Now the attitude of the parent for any school injury is "Who's going to pay? how much? and when?" As a consequence, nearly all school districts nationwide purchase athletic insurance voluntarily as a service in the public interest or make such coverage available for purchase by the parent. A high percentage of these districts extend this coverage to include all school activities for all pupils.

I am unaware of any reliable statistical evidence, based on exposures, that overall there is any increase in the number of interscholastic athletic injuries. More claims? Yes! The many factors and variables that account for this increase in the number of claims and the cost of claims are too numerable to detail in this presentation.

In the discussion of any insurance, by definition, we must get firmly fixed in our mind what constitutes an accident. Ordinarily we mean by "accident" that some undesired or unintended event has taken place, resulting in damage to persons or to property, and is usually caused by factors which are outside of the system to which the event belongs. In our everyday usage, we resort to the word "accident" not merely to describe a misfortune, but also our apology in advance. In essence, we are saying that something unpleasant or even calamitous has happened, but we are not to be blamed. It is not our fault because it was an accident. It was inevitable and it would have happened to anyone. Thus we remove ourselves from personal responsibility.

In an attempt to understand accidents more clearly, authorities explain them in terms of failure of either systems or persons. As an example of a failure in systems, a school was held liable for injuries because of failure to develop a proper storage procedure. The failure of the system here was that turf building materials, caustic and noncaustic, which are virtually identical in appearance, were not clearly so identified and were kept in an area where they could become confused. This is exactly what happened. The football field had been treated with the caustic material in place of the noncaustic material and some 25 players sustained serious burns of various degree.

In theory, accidents could be eliminated by devising a perfect system and then fitting a perfect man into the system. Unfortunately, in this imperfect world, there are no perfect men. And since systems are the product of man's imperfect ingenuity, there are no perfect systems either.

Some criteria which can be used as guides in evaluating whether or not an accident is an accident are worthy of repetition. These facts are neither new nor listed in order of importance, but more or less follow in chronological order: physical readiness, equality of competition, facilities, equipment, coaching techniques, officiating and rules, and liability. Each of these items requires an interrelationship of understanding cooperation, responsibility, authority, accomplishment, and purposes between the school, the coach, and the physician.

We must accept a realistic attitude about accidents. If we label all of life's unpleasant surprises as accidents, then we come to perceive ourselves as the playthings of fate, and we cultivate a philosophy of carelessness and irresponsibility. On the other hand, if we look for causes and hold ourselves accountable for the mishaps in our lives, we become people of resource and confidence, increasingly able to control the direction of events. If these conclusions are true, it matters very much how we define the word "accident." An accident is not an accident, when it is preventable.

We experienced a new style in a football injury claim recently which, I believe, relates directly to the impact that television has on our school athletes. I quote: "In the course of the game, teammates congratulated each other on the completion of a successful play by slapping each other's hands." Result and claim — fractured metacarpal bone of hand.

Excessive losses, in some instances attributable to abuses by schools, parents, and physicians, have been instrumental in pricing some commercial companies out of the market. The other alternative has been to pay irate parents and argumentative doctors and increase the premium, when necessary, to keep all happy. This is not fair to the average policy holder or the insurance carrier, whether the premium is paid for by the school district or by the parent. About 80 percent of the families in the United States have some type of health insurance. The major portion of this coverage is written by the Blue Plans on a scheduled basis. Much is written with a deductible. Practically all have specified limits. Why then, should parents, and in some instances physicians, expect schools to purchase school athletic insurance which provides greater benefits than those of the individual policies purchased by parents or group policies written through industry?

Only one third of the costs of all family health care is paid for by insurance despite the fact that four out of every five persons have some type of health insurance. Nationally, insurance does pay for nearly three quarters of all hospital costs, and it pays for about one third of the cost of physicians' services in the hospital. Fortunately, more health care items are coming under the umbrella of insurance protection, with many policies paying increasingly more for regular or new benefits. The trend is to supplement basic coverage with a major medical policy. Most group insurance policies now require that you be asked, with each claim, if you have duplicate policies. It was never the intent that a parent make a profit from a claim for a school athletic accident. Supplement other coverages, yes, but not duplicate.

If athletic insurance is to remain in style with the necessary coverage based on realistic premium rates, the school must assume the initiative as management in the efficiency of its operation. How? Through proper cooperation between the insured and his carrier. There should be an understanding by the insured that he has become a partner, with his insurer, in the safety and accident prevention programs, in the handling and processing of claims, as well as in certain other features of his insurance coverage. To understand some of the factors involved, schools should have a proper conception of the nature of the insurance contract, its benefits, and its obligations. Private business and industry have long since found that safety and accident prevention make for more efficiency in production, less cost of production, and greater profits. Accidents can be reduced drastically by implementing a good accident prevention program, but they cannot be eliminated completely. The carelessness of the insured and that of the teacher or coach is often the uncontrollable factor.

The Courts and Interscholastic Athletics *

Howard C. Leibee

It is usually difficult in law to give a summary answer to any body of facts prior to their being presented in a court of law. The minds of 12 reasonable men do not always reach the same conclusion. Juries are made up of people and people differ in their thinking on a particular body of facts. A person seeking the answers can only be guided by legal doctrines and principles and guidelines as established by case and statutory law.

Participating in interscholastic athletic programs in the 50 states are more than 3 million boys and girls. These programs could not possibly be conducted without injuries and/or fatalities. The participants, the schools, the parents, team physicians, administrators, coaches, athletic trainees, athletic directors, and the community are well aware of this as are the courts who are often asked to rule on an injury or fatality.

Athletics at any level are injury and death prone. The equipment in many of our sports programs are instrumentalities of injury and death — baseballs, bats, and 8 and 12 lb. shots, a basketball, a football, a golf ball, a tennis racket, a diving board, etc. Our contact sports—of which basketball

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Howard C. Leibee is professor of physical education for men at the University of Michigan, Ann Arbor. He joined the faculty in 1942 after 15 years as a teacher, coach, and supervisor of physical education in the public schools of Colorado. He received his undergraduate degree from the University of Colorado and did his graduate study at the University of Michigan. He is a charter member of the National Organization on Legal Problems of Education and has authored two books in the field of liability: *Liability for Accidents in Physical Education, Athletics, and Recreation* and *Tort Liability for Injuries to Pupils* (both published by Campus Publishers of Ann Arbor). At the University of Michigan he has served as faculty adviser for undergraduate majors (men) for 12 years and has administered the required program for 23 years.

is now one — invite injuries and fatalities, and in many of our sports, speed of motion is a contributor. Ours is an emotional field of endeavor — this is a factor in some injuries. The AMA's Committee on the Medical Aspects of Sports is studying the psychological factors that may underlie sports injuries. One factor is labelled "aggression conflict." In peace time the sports arena offers the only area of physical expression aggression that is socially sanctioned. Another factor is the psychology of the chronically careless player. This player acts with reckless disregard for his own safety and that of others.

Injuries and fatalities are inherent in athletic programs. In legal terminology we refer to this as "assumption of risk" and, therefore, in many cases the defendant is held blameless as the participant has been held to have assumed the risks of the sport. On the other hand, many defendants are held responsible for injuries and fatalities and I shall point out the circumstances and negligent actions which led the courts to such holdings. In my opinion, many others would be held liable if actions were taken. It is the prevention of injuries that I seek — injuries which could have been prevented with reasonable foresight.

Examine the holdings of high level courts — Superior, Appellate, and Supreme — concerning interscholastic athletics.

1. Is the function governmental or proprietary? In 46 states it is governmental. In four states, the function has been held to be proprietary. Thus, in these states, schools might or might not have immunity depending upon the rulings of the courts. In no one of these states do school personnel have immunity.

2. Do the state high school athletic associations enforce reasonable regulations for its members?

3. In regard to participation of married students in athletics, attorneys-general in over 20 states have given an opinion on this question, most of them in favor of the plaintiffs. The courts have, however, held that barring such students is a reasonable regulation thereby upholding boards of education.

4. The question of banning students from athletics for disciplinary reasons has been adjudicated in a number of courts, usually on the grounds that the banned player is deprived of his opportunities to obtain an athletic scholarship or grant-in-aid.

5. Contractual liability laws are entirely different from concerning tort liability.

By far the greatest amount of litigation concerning interscholastic athletics has been, and is, in the area of torts. Litigation in which schools, boards of education, administrators, athletic directors, coaches, trainers, and even team physicians find themselves as defendants in a court of law for an alleged tortious act committed against a participant or a spectator. The amount of such litigation has increased during the past ten years and will continue to increase as will the amount of damage awards. The highest award granted against a physical educator in recent years was $1,215,000. The highest award against a coach (to my knowledge) was $208,000.

The word tort, utilized in the discussion of negligence, often causes a considerable amount of confusion. The word is derived from the Latin word "tortus" and literally means "twisted" or "wrong". The underlying concept involves basic consideration that an injured person should have redress from the individual whom is personally responsible for intentionally or negligently causing him harm. If the harm were intentionally caused, redress may be in the form of a criminal penalty and/or a money judgment to restore the injured to his pre-tort condition. In cases in which the injury is negligently caused, the injured must be satisfied with a money judgment.

Public Schools

A survey of statutory and case law reveals that in 39 of the 50 states school districts are clothed with governmental immunity. Even though their negligence results in injury to an athlete or a spectator they may not be sued as long as they are engaging in a governmental function.

In 11 states and in cities of New York having a population in excess of 1 million, governmental immunity has been abrogated either by judicial decision or by legislation. The most recent to abolish immunity have been Iowa, Utah, Oregon (1968), and Arizona. In these states, school districts are liable for negligence in the performance of a governmental or a proprietary function including transportation in school-owned vehicles. School districts are also liable for the negligent acts committed by employees within the scope of their employment — stress. In other words, the doctrine of respondeat superior is in effect. *School districts and employees are jointly and severally liable and action may be brought against both or either.* Usually, it is against the district because it has the funds with which to pay if damages are awarded. *Any damages in excess of the coverage of the district are collectible from the employee.*

In a third group of states, the legislatures have permitted schools to purchase liability insurance protecting the districts. In most of these, however, such purchase does not constitute a waiver of governmental immunity. A fourth group of states have legislative permission to purchase liability insurance protecting officers, agents, and employees of the district. In only a few of these does such purchase constitute a waiver of immunity.

Another group of states protects employees through "save harmless" legislation. Actions are against the employee and if damages are awarded the district must save harmless the employee.

I repeat, *in all states employees of school districts are liable for their negligence if it results in injury*. The protection varies among the states. In a number of states protection may also be found through insurance carried by the state education association in the amount of $10,000 to $100,000.

Private Schools

A survey of statutory and case law concerning private schools reveals the following:

1. One group of states which is immune.

2. A group of states in which the schools are liable. (Michigan is in this group)

3. A group of states in which the schools are liable only to strangers.

4. One state in which the schools are liable only to beneficiaries.

5. A group of states in which schools are liable only if they are negligent in selecting an employee who causes injury.

6. One state in which schools are liable only if they purchase insurance.

Charitable immunity from suit protects the charitable institution from liability for the torts of its employees but such immunity does not protect an employee from liability for his own negligence.

The Negligence Question

Basic elements in a negligence question include duty, breach of duty, causation, and proof of injury.

I. Duty

For the purposes of this discussion, it is perhaps sufficient to say that the element of duty in a negligence action is an obligation which the courts will recognize and enforce when the relationship between the plaintiff and the defendant is such that unless the defendant uses *reasonable care,* his conduct will expose *this* plaintiff to an unreasonable risk of injury.

II. Breach of duty — Doctrine of standard of care

This element in a negligence question is a matter for the jury. It measures the conduct of the defendant against the conduct of the reasonably prudent and careful coach, athletic director, team trainer, team physician, or any other category of individuals, under these and similar circumstances to determine whether or not the defendant breached his duty to this particular plaintiff. In essence, this is an application of the doctrine of standard of care — the standard of care required of an individual when he, without intending any wrong, commits such an act or fails to take such precautions that would avoid exposing another to an unreasonable risk of harm.

In determining whether the conduct is a breach of duty, the law is not concerned with whether the defendant thought he was being careful when the injury occurred. Instead, the law imposes an objective standard of care which all must exercise regardless of their individual characteristics. Although the test as stated in books and in charges to the jury is objective, in actual practice subjective elements such as age, sex, intelligence, judgment, and other characteristics of the persons involved are also considered.

An athletic staff is entrusted not only with the training and preparation of teams for competition, but also with the protection of teams from avoidable injury and the responsibility of providing swift and proper treatment of unavoidable injury. In determining whether athletic personnel are negligent in the treatment administered or in the precautions taken to avoid injury, their conduct must at least meet the standard expected of a reasonable man and, in view of the current trend requiring higher standards of care from those who have, or who are expected to have, special skills, they may well be expected to exercise a higher degree of care than that required of an ordinary man.

Recently, the Supreme Court of Oregon held a football coach to be an expert. Under this legal theory, a football coach at the junior high school would be held to a higher standard than the high school coach because the boys are younger, less experienced, less capable of contributory negligence, and less capable of recognizing dangers.

There is a saying in tort law with which everyone should be familiar and which should serve as a guide to his conduct, it is — "One is ignorant in any field at his own peril." There is evidence that athletic administrators and others who employ incompetent personnel to conduct school activities may be held liable for the negligence of these incompetent individuals.

In the following cases the courts have been asked "was a duty breached when . . . ?"

1. A 140 lb., 15-year-old boy was permitted to play football against another high school whose team was heavier, more experienced, and rough. The court did not hold this to be a breach of duty.

2. A student died during a high school lettermen's society initiation ceremony which took place under the supervision of school officials. The court held the school responsible.

3. A grandmother attended a junior high school football game to watch her grandson play and was injured as a result of a play which terminated out-of-bounds along the sideline. The game was played on school property, was publicized in the newspapers, was a part of an established program of school activities, no provisions were made for spectators, no areas restricted or marked off, and no one controlled the crowd. Court held the woman was an implied invitee and a duty was owed.

4. A high school football player was induced by his coach to play even though he was injured. A breach of duty was found. The coach should have required medical approval before permitting his return to play following an injury.

5. A player who had received a nose injury in a previous game had notified the coach before the game that his helmet had been broken, the strap was defective, and the face mask was missing. The boy had asked for a new helmet with a face mask, but in spite of his notice and request, the boy was directed to go into the game wearing the defective helmet. A breach of duty was found.

7. A player broke his leg in a softball game while chasing a foul fly along the third base line. He tripped over a spectator who was sitting on a bench close to the field. Ropes and standards were not used to keep the crowd back and supervision was lacking. The school was held responsible.

7. A candidate for a high school football team suffered a dislocation of a shoulder on two occasions during practice. After the first injury the coach directed the boy to see the school physician who merely felt the shoulder and recommended that it would be wise to avoid practice for a time. As soon as the player returned to practice the injury re-occurred and the coach told the boy he would no longer be permitted to play. Inasmuch as the shoulder had

snapped into place, the coach did not tell the boy to return to the physician. Was this failure a breach of duty? The court held it was not — there were no permanent ill-effects; the situation was not an emergency inasmuch as the situation was one which could await parental determination as to the necessity of medical aid and choice of physician.

8. During the absence of the coach, the basketball players were working on a 3 on 3 drill, two players bumped heads and one was killed. No breach of duty was found, as the fatality could have happened had the coach been present.

9. Evidence does not always establish negligence on the part of the school district or its employees. A student injured in a football game cannot recover damages for his injury. The court held that by registering and participating in football the student accepts the hazards of the game. Some courts have held this even when parental approval was not obtained prior to participation.

10. A tennis coach authorized one of his players to take other players home when he knew the driver to be a reckless one; the car was "souped-up" and had bad brakes. The coach was held responsible.

11. A 1967 case concerned a high school boy permanently paralyzed below the neck as a result of the application of a full-nelson during a wrestling tournament sponsored by high school student-body organizations. The school districts argued that the matches were sponsored by student organizations which have a legal existence separate from the school districts. Therefore, they were not liable. The Supreme Court held that the matches were conducted under the auspices of the districts in that they have full veto power over student-body organizations; that they actively encourage participation by students; and they provided coaches, facilities, and equipment. Under these circumstances, the districts owed a duty to the participants to provide non-negligent supervision.

III. Causation — cause in fact

Cause in fact is that element of a negligence action which seeks to determine the factual relationship between the defendant's conduct and the plaintiff's loss. Did the defendant's conduct cause the plaintiff's loss or injury? Both the defendant's acts and/or omissions may be significant, for the failure to act (nonfeasance) under some circumstances may be as much as the cause of the resultant injury as positive conduct (malfeasance).

In attempting to guide the jury in its findings, the courts have derived a test known as the "but for" test. If the injury would not have resulted "but for" the defendant's negligence, then the defendant's negligence stands in causal relationship to that injury. "But for" the negligence of the football coach in moving the injured player from the field by eight other players, the damage to the spinal cord would not have resulted and the player would not have become a quadraphlegic.

IV. The fourth element — Proof of Injury

This element of a negligence question is self-explanatory.

Defenses to a negligence action

In the event a negligence action is initiated against athletic personnel, what legal defenses are available? Two of these are failure of the plaintiff to sustain *all four basic elements*; and contributory negligence. The latter defense, broadly, is conduct on the part of the plaintiff contributing to the harm he has suffered — conduct which does not conform to the standard of care he is required to exercise for his own protection. In most jurisdictions, if both parties are at fault, the law denies either the right to recover. The plaintiff is required to conduct himself as the reasonably prudent and careful athlete under these and similar circumstances. Courts are reluctant to accept this defense, especially if the plaintiff is of tender age. In reaching their decisions, they apply two tests: (1) Was there *gross disregard* of a safety in the face of *known, perceived,* and *understood* dangers? (2) Was there intentional exposure to obvious danger with nontechnical and ordinary objects and situations within the capacity of the plaintiff (athlete) to appreciate and realize?

The third legal defense is assumption of risk which means that the plaintiff consented to relieve the defendant of his duty to protect the plaintiff from unreasonable risks of harm. This defense is based on the general legal theory of *violenti non fit injuria* — no harm is done to one who consents. The consent may be found in either express agreement between the parties or implied from their conduct. This legal doctrine, while accepted by the courts in some actions, is more often unacceptable — especially when the plaintiff does not know the *extent* of danger, though he may know of the danger. However, those individuals who are charged with the responsibilities of the administration of athletic programs and those who act in the capacity of coaches, trainers, etc., must be aware of the legal fact that an athlete does not assume the risks of unsafe playing areas, inadequate protective equipment, improper action following an injury, defective equipment such as apparatus, improper training procedures, improper coaching, inadequate efforts to determine whether the athlete's physical condition is such that he can safely participate in a particular sport, or in the performance of an act which is above and beyond his capacities.

Other defenses include governmental immunity, vis major, summary judgment, and comparative negligence (applicable in only a few states). The so-called waiver slip is not a legal defense against an alleged tortious-act action. It has and is being used in many schools but the courts continue to ignore it. They hold that a parent or legal guardian cannot grant permission to school personnel to be negligent toward his child. As a public relations medium, it does have some value. Parents have a right to determine in which school activities their children may participate. However, some courts have held that by enrolling a youngster in a school, the parent gave "implied" permission for him to participate in any program under the jurisdiction of the school.

Extra Pay for Extra Services

James P. Thurston

Few, if any, school personnel engaging in extracurricular activities are adequately paid. One of the things which discourages me is the "holier than thou" attitude which educators have of themselves. For some reason teachers consider it a grievous sin to be adequately compensated for their labors. For years they have pridefully called this *"dedication."*

I have no quarrels with dedication, but if we equate it with low salaries we are doing ourselves and our successors a disservice. We would not now be waging all-out warfare with the public over salaries if we had been more demanding in the past. Being professional does not imply quiescence in the right to adequate compensation. People in professions such as medicine, law, and dentistry supply services which are necessities, but I have not seen any poverty-stricken members of those professions in recent times. Teachers are being most unprofessional by not demanding adequate compensation, and a change is beginning to take place in the attitude of the average teacher in this regard.

The first problem is one of keeping even, not of catching up. Beginning salaries for teachers have gone from $5,000 seven years ago to $6,000 last year and, in a growing number of cases, exceed $7,000 today. In some cases, salaries actually exceed $8,000 for next year, and I predict this will be the norm in a short time. Seven years ago the average basketball coach's salary was $5,000, and today it is still about $5,000. This represents a decline from 10 percent seven years ago as a ratio of beginning salaries to supplement to approximately 8 percent today and still declining.

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One additional factor that is frequently overlooked is experience. How is this allowed for in the supplemental schedules? Too frequently it is overlooked completely. Does not the coach or club sponsor deserve the same consideration as the other teacher? The coach who began with a $5,000 salary and a $500 supplement seven years ago now finds his salary as a teacher with seven years experience and perhaps a master's degree to have increased to about $9,600. What has now happened to the relationship of supplement to base salary? What was once a 10 percent ratio has now declined to almost 5 percent. Does not experience and/or additional training count in extracurricular activities as it does in the regular schedule?

The most common reason why no real relationship to basic salaries has been maintained is that supplements have normally been dollar amounts established without regard to basic salary and by arbitrary decision usually made by boards of education and administrators without regard to practitioner. Therefore, it is our responsibility to see that a relationship is developed which allows for all of these diverse relationships. It must be a relationship that grows and reflects change and improved proficiency.

To do this we need to set aside for the moment some of our most cherished shibboleths regarding our basis for payment. Among these are pressure, public exposure, and responsibility. These are far too difficult to base our whole program on. The basics must be considered first.

We will have far more cause to complain if we base our proposals initially on time, experience, and added training. To this end, I propose that an index relationship needs to be developed which reflects the time spent in the activity as a ratio to the basic schedule. The formula in Exhibit A shows such a relationship. The whole argument thus becomes

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$$\frac{\text{Number of hours spent in activity per day}}{\text{Number of hours in school day}} \times \frac{\text{Length of activity per school year (days, weeks, months)}}{\text{Length of normal school year}} = \text{Basic Time Index}$$

Example 1. High school basketball coach who spends two hours per day with his squad. Season lasts 5 months in a 10-month year with an 8-hour day.

$2/8 \times 5/10 = \text{Basic Index} = .125$

Example 2. High school chemistry teacher spends one hour, twice a month with science club. School operates on 8-hour day and 200-day year.

$1/8 \times 20/200 = \text{Basic Index} = .0125$

These time indices may be applied on a B.A. base, base of degree held, step on B.A. scale, or step on teacher's basic salary scale.

FIGURE 1. *Formula for extra duty pay.*

parity for time spent in the activity in question as related to the basic schedule.

Where such a ratio is applied will determine the true dollar amount. Shall it apply only to the B.A. minimum or shall it apply to the experience step on the B.A. scale or to the appropriate step on the level of training achieved by the coach? It is adaptable. The relationship to night school scales is a good example of how pay might be equated when reduced to hourly pay.

Get with it and become part of the total program. Join with others to strengthen your case. The growing number of places where negotiations or bargaining is occurring demands that you get in the bargaining unit or be left in the cold. To be professional does not in any way require you to undergo personal hardships in order to do a sufficient or dedicated job. You can be dedicated, maybe even more so, when paid truly professional salaries.

Seek plans that make coaching duties part of the teaching duties. Seek public support for the fact that extracurricular assignments are, and should be, an integral part of the curriculum; that they are no less important than other parts of the school program.

Should All Sports Seasons Be Limited?

Paul E. Landis

The answer to the question "Should all sports seasons be limited?" depends on the person to whom the question is being directed. A capable, aggressive, energetic, and ambitious coach who eats, thinks, and lives his sport all day, all week, and all year would probably say "no" to the question because he does not want any restrictions placed on the sport he is coaching. On the other hand, coaches of other sports in the same school system would be inclined to say "yes" if a certain sport infringed or interfered with his particular sports season. The philosophy of the school administration regarding the place of interscholastic athletics in the total education program is the determining factor of whether or not certain sports or all sports seasons need limitations.

Placing a limit on a sports season in a school system that sponsors a broad program of interscholastic sports would be very desirable for many reasons. However, there are a number of problems or factors that must be taken into consideration.

Weather Conditions and Outdoor Sports

Weather conditions will vary in different parts of the country as well as in different parts of a state. In some southern states and far-western states, a fairly uniform climate enables all schools to have a uniform sports season. All schools are able to get out-of-doors and start practice at the same time. No one school is handicapped because of weather conditions. In a

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uniform climate it is possible to control the starting and ending dates for a sports season as well as the number of games played within that season.

This is difficult to do in the northern half of the country where there are variable seasons. For example, in Ohio, the northern half of the state is at least two weeks behind the southern half in respect to temperature and weather conditions in the spring. As a result, schools in the Cincinnati area are able to start outdoor practice and schedule contests in spring sports at a much earlier date than schools in the Cleveland area. To offset this, some schools in the northern part will schedule 25 to 35 baseball games because many of the contests will be rained out and cannot be rescheduled. Thus a starting and ending date under these conditions on a statewide basis would not be practical from the standpoint of equalizing competition.

Expanded School Sports Programs

The day when one coach coached all sports in a school system has long since disappeared from the American scene. We have had a transition in the athletic program.

The growth and expansion of interscholastic sports in our nation has been phenomenal. School systems have grown larger because of the population explosion and consolidations. The larger school system is now able to sponsor a broader program of interscholastic athletics. Where a school once sponsored only the so-called major sports (football, basketball, baseball, track), it now includes such sports as cross-country, gymnastics, swimming, wrestling, golf, tennis, and others, depending on the location of the school.

In some of the sports, schools sponsor varsity, reserve, and freshman teams. Also, the junior high school athletic program continues to grow and expand even though this program is very controversial. Coaches are needed at all levels of competition. We have more and more athletics, more and more teams, and we need more and more coaches. Two decades ago the average number of sports per school was less than three sports. Today it is slightly over eight sports. In Ohio, it is ten and in some states, probably more.

The Need for Coaches

The expanded school sports program as depicted created a great need for qualified personnel to conduct the program. It became obvious that the prior combination of coach and physical education teacher was inadequate to meet the needs of the broader competitive program. This situation accounts for the trend to hire a coach who also teaches an academic subject. I have no intention to discuss the kind of preparation best needed for a coaching position. What I am pointing out is that broader programs of interscholastic athletics require the employment of several coaches in the school system. This has a direct bearing on the question of whether all sports seasons should be limited.

In many instances, a coach is employed to coach only one sport and seldom more than two. In addition to a head coach, assistant coaches are also hired in some sports, the number depending on size of school, emphasis given to the program, and finances.

Coaches are needed not only for the varsity teams, but also the junior varsity, the reserves, the freshman, and the junior high teams. As a result, coaching has become a highly specialized profession. Every coach, in his own right, wants to be a successful coach. If success is based on winning, then this is where we have problems.

Emphasis on Winning

Competitive sports place emphasis on winning. In order to win, you must have good material, athletes that are superior to your opponents. Every coach wants to win as well as every participant. This is as it should be and this is where we can be confronted with a major problem when you try to place a limitation on all sports.

The coach of a single sport wants his athletes to specialize in that particular sport. At the close of the season, the coach encourages his boys to do nothing else but work on the fundamental skills in his sport the entire year. For this reason, can we really say there is such a thing as a sports season? How many two-sport men are there in colleges and universities? Not many. This is also becoming more and more evident in some of the larger high school systems.

Overlapping Sports Seasons

Where there is no limitation on a sports season, two sports may have overlapping seasons. For example, in Ohio, the football season closes the first Saturday after Thanksgiving. Football schools may not start basketball practice until November 1st and they may play their first basketball game November 20th. The football player may also be an excellent basketball player and the basketball coach may not be able to secure the services of a star player until at least 20 days after the official starting date for basketball practice.

Overlapping seasons can create animosity and ill feeling between coaches of different sports. This can be avoided by placing a limitation on the number of contests that are permitted in each sport. Practically all state high school athletic associations place a limitation on the number of contests permitted in sports like football, basketball, cross-country, track and field, and some other sports. Such restrictions are not popular with the coach who tends to overemphasize the sport he coaches.

Advantages of Limiting All Sports Seasons

There are a number of advantages to be gained if a limitation were placed upon all sports seasons.

1. Each sport could have a definite starting and ending date.
2. The number of contests scheduled for the sport season would be

determined by weather conditions that exist in a particular section or area.

3. Overlapping sports seasons would be eliminated and it would create better rapport or harmony between the various coaches, the athletic director, and all personnel connected with the administration of the school athletic program.
4. The athlete would be given an opportunity to participate in another sport of his own choosing without being influenced by a coach.
5. Finally, limiting all sports seasons could, to a certain extent, free some facilities for use in the physical education, recreation, and intramural programs.

Season Rules

Many of the state high school athletic associations have rules that are designed to keep high school sports in season.

Some sports have a starting and ending date with a limitation placed on the number of contests in the sport. The question is often raised, why should boys have a limited sports season?

Schools should attempt to provide various experiences for a boy rather than encourage specialization. The boy's sports experience should be a continuous process from one sport in the fall, another one in the winter, and still another in the spring. This will enable a boy to discover his likes and dislikes and his strengths and weaknesses. He will then be in a position to make his own choices wisely when the time comes for specialization.

If a school were permitted to emphasize one sport the year around, it would create an unfairness in competition. This must be avoided if a school wishes to have a successful sports program.

Some sports would tend to lose out without seasons. Many of our worthwhile sports and all our lifetime sports have little spectator and publicity appeal. This type of sport and program would be the great loser and would have to settle for the less qualified athletes. As a matter of fact, many boys would never have the opportunity to participate in these worthwhile sports.

It is difficult to keep sports in season in spite of the fact that school people recognize seasons are necessary in terms of the best interests of students and schools. There needs to be more emphasis on ethical standards as schools and coaches sometimes evade the intent of such rules.

Can Coaches Be Fired?

Donald L. Conrad

It is a well-known fact to educators that the most insecure position in the field of education is that of the athletic coach. The tenure of educators generally is protected through state statute, but state statutes often provide little or no protection for educators employed in extracurricular activities such as coaching.

A current trend relating to increasing the employment security of those involved in coaching work began in 1967 in Michigan, where a football coach who had been relieved of his coaching duties entered a grievance in a grievance procedure to seek reinstatement. He grieved under a contract provision in the master agreement (the board policy agreed upon by both the local education association and the school board) which stated in effect that there should be no alteration of employment conditions in the absence of just cause or due process. This wide-sweeping contractual language (going well beyond the requirements of state law) indicated that the school board must guarantee that any employment action (such as involuntary transfer, demotion, or nonrenewal of contract) must be capable of being defended by the board of education and the school administration on the grounds that there was just cause and that the processes available to the allegedly hurt individual were fair.

This particular coach attempted to use the grievance procedure to secure his job with the football team. The case took approximately two years to

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settle. A question was raised by the school administration as to the arbitrability of the subject—they claimed that it could not be submitted to a third party for adjudication or settlement since coaching service is extracontractual and the intent of the language, therefore, was not to provide protection for such individuals as coaches, dramatics teachers, and band leaders. The technical question of arbitrability was submitted to an arbitrator, who decided that the matter was, in fact, arbitrable, and that the intent of the contract language should be seen to include all professional employees in that school system.

The coach re-entered the grievance procedure to determine the merit of his claim, but again the result was impasse. The matter was referred to an arbitrator, who happened to be the same arbitrator as on the previous occasion. By this time, the administration, the athletic director specifically, and the board of education had advanced sixteen reasons for relieving the coach of his coaching duties. The arbitrator rendered decisions on each of the sixteen reasons cited and ruled against the local school system, requiring in his award that the football coach be returned to his duties as a coach and that he be paid one full year's coaching salary which had been lost during the year that he had been relieved of coaching duties.

The relevant facts in this case are that a person successfully attempted to obtain tenure protection from what he felt to be an arbitrary act by his employer, through the use of an association grievance procedure. It seems that the grievance procedure route is going to become increasingly attractive to educators, and it can probably be assumed that it will be a route that will be followed in preference to the state statute route in tenure matters. Coaches often feel that they have very little effective protection under state law, but the grievance procedure, as it was applied in the Michigan case, may become a reasonable basis for security.

The arbitrator, in rendering the decision, examined some issues which are worthy of comment as they relate not only to employment security and fair dismissal but also to the evaluation of professional services. One of the things which influenced the arbitrator in his award was that some of the policies allegedly violated by the coach had not been communicated to him by the administration. For example, there were some rules regarding press relations which had been established prior to his employment, but which the coach apparently had not been made aware of. The arbitrator ruled that it is an obligation of the employer to inform the individual of the existence of a rule to which he is required to adhere. In this manner, several of the grounds used for relieving the coach of his duties were dismissed by the arbitrator.

A second crucial ruling of the arbitrator, from the standpoint of evaluation and fair procedure, was that the board must prove or give persuasive evidence that the coach was less diligent in his work than other coaches. An employee may not be held to a higher standard of behavior than is required of other individuals, and when a rule or rules are widely disregarded, it would be judged discriminatory to punish one employee for violation of the disregarded rule. The responsibility in this case rests with the administration to show that a particular person is less diligent than others, and the arbitrator in the Michigan case found that the board had failed to prove that the coach was less diligent in his adherence to the policies of the school system than were other coaches in the school system.

Another ruling of the arbitrator referred to the board's accusation that the coach had contributed to the deterioration of the athletic program, and specifically to the deterioration of the football program. Apparently, there had been an ascertainable fall-off in student interest in football, with some 100 students trying out for the team during the coach's first year as opposed to only 60 candidates during his last year. Other similar kinds of evidence were presented by the administration to give support to the view that the coach was, in fact, contributing to the deterioration of the sports program. The arbitrator ruled, however, that the administration had not proved satisfactorily that the coach alone had produced such a result. They had presented information that might be interpreted as a decrease in interest in the sports program, but they had failed to offer evidence which would indicate that the coach, as an individual, should be held responsible for this "deterioration." The assumption of the board, in all probability, was that they did not need to offer proof, but the arbitrator stipulated that there are many elements that might contribute to a lowering of interest, if such is true, and that to conclude that the head coach of football must bear the responsibility for it was an insupportable conclusion.

A fourth area of concern to the arbitrator was the testimony of the athletic director regarding the alleged failure of the coach in some instances to control the boys' behavior on the field and his alleged mishandling of the sports equipment. The arbitrator asked the athletic director if he had ever, orally or in writing, made the coach aware of these failures to achieve a standard satisfactory to the athletic director, and the athletic director admitted that he had not. He had failed to advise the coach, orally or in writing, of what he felt were deficiencies in the coach's behavior. Again, the arbitrator felt that this was an insupportable practice. He said that, if, in fact, there was a dissatisfaction with the conduct of the coach, he should have been made aware of that dissatisfaction very early and been given an opportunity to explain his conduct.

One other relevant factor in the arbitrator's opinion was his desire for more evidence than just the isolated instances presented. He wanted evidence of chronicity or repetition of improper conduct on the part of the coach. Merely to show an isolated instance of misconduct, in a possible long series of effective conduct, would not induce the arbitrator to suggest that the line of remedy was dismissal or relieving the coach of his coaching duties. He felt that such a strong action by the board of education should, in fact, be supported by evidence of repeated acts and conduct that were shown to be deleterious and not susceptible to change or improvement.

Coaches should be protected from the arbitrary acts of the community and the school district, but they can only be protected effectively through organization. They cannot be protected adequately if they insist on their past traditions of individualism. Coaches have favored the individualistic ethic; they have in the past bargained individually with their boards and when unsuccessful moved on to another job. They may continue in that manner, and those with high bargaining power may be successful, but those with less bargaining power (particularly those in the so-called "minor sports") could be hurt.

It appears likely that the coaching family will move in the direction of the Michigan decision, that they will encourage their local and state education associations to obtain the kind of contract language that has been referred to. They will probably try to get the protection of a bilateral grievance procedure with terminal arbitration, to assure that they have a chance to adjudicate a disagreement or controversy, and it seems likely that they will achieve this goal.

The Michigan case is an important precedent for the whole country, and coaches will read it with great interest. Growing out of it, hopefully, will be improved security of employment for coaches, together with more emphasis on objective competence as opposed to the more restricted "won-lost" record in a sport.

Will Crowd Control Problems Cause You to Eliminate Night Football?

Hilton H. Murphy

The schools of our country are becoming increasingly aware of the need for preventive measures to overcome crowd control behavior problems. Juvenile delinquents, high school drop outs, and hoods are causing school authorities more and more concern.

Since 1962, when night football was banned in the city of Toledo, I have talked to anyone who would listen about the problems we had in the past during our athletic contests in Toledo, which I felt would definitely occur all over the country. The end of night football in Toledo came suddenly and drastically six years ago after 31 boys were arrested in a gang fight after one of our football games. Once you lose something, it is very difficult to get it back. I have been driven by a commitment to myself that today's youth should be able to participate in and enjoy athletics and activities in our high schools without harrassment by hoods and punks.

Our experiments with Saturday morning and afternoon football proved disastrous. First, the adults lost interest, then the student body, then the athletes themselves. So we experimented with Friday afternoon games at 3:00, 3:30, 4:00, 4:30, 5:00 and 5:30. We decided that 5:00 twilight games could be successful and we went all out to promote these games. They have proved successful. Stadium lights were turned on for the last quarter late in the season. At the end of every game it was dusk but not dark, and visability was at least three blocks. Friday is the high school athletic day, the end of the high school activity week, just as Saturday is the college day and Sunday is the pro day.

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We did not lose night basketball games last year after a disturbance because we had reinforced our position by preventive measures and because we took a firm, positive stand and broke up a gang by quiet decisive action—an action that was organized with my office, the safety director, the chief of police, the school booster club members, and members of the Board of Community Relations.

At that time it was decided that three areas must be established for the administration of crowd control: (1) assignment of personnel, (2) areas of responsibility of these personnel, and (3) procedures to be followed in implementation.

All school officials were given a brochure entitled "Crowd Control Procedures," with guidelines as developed in the Washington, D.C., Public Schools. This included the principal, the athletic director, the coaches, the team, the cheerleaders, and the game officials. These people are held responsible to fulfill these guidelines.

We have police school-security duties under stadium crowd control and a police school-gymnasium security agreement. Responsibilities must be pinpointed. Excuses after something happens cannot be tolerated.

As Commissioner of the Toledo City High School League, which includes nine public and three parochial schools, I have the power and responsibility to move questionable games to neutral sites. This I have done on three occasions.

In an era when it is popular to break down the establishment, we must protect our high school activities. This danger is a real thing, and it is a national disgrace that these incidents are happening throughout our country. High school football especially has had its share of riots—both by day and by night. The problem, however, is not one which belongs exclusively to sports. Disturbances are a national community problem. Sports are a major arm to counteract these disturbances and a national medium to coordinate community involvement, thereby bringing the community together to solve a common problem.

If we do not fight the battle on the battlefield—the battlefield being the football stadium or high school gymnasium—the battle will be carried to the very door of the school itself. This has happened now and will be more widespread in the future.

If a firm stand is taken at the athletic contests or activity involved, the community will overwhelmingly help solve the problem and thereby build up the machinery by which their own problems can be solved. Athletic directors or athletic officials must take a stand because superintendents might be in a position whereby they can and will offer their support but could not take this same stand in the same manner themselves. The person who does take a stand will find himself surrounded by all agencies who are eager to help, and he will become a highly respected man in his community.

We now have involved in our community efforts the schools, students, parents, police, and the courts. A task force representing all these groups are at work under the slogan "Let's Get Together."

In September, at the regular monthly meeting of our high school principals' association, there was great concern pertaining to the loitering of out-of-school youth on the way to and from school, and on the campus proper. Shortly thereafter a disturbance occurred after one of our football games and, although it was not major, it represented a situation that had to be controlled. This incident spurred an emergency meeting of the principals' association to which the police department was invited. We then had a third meeting to which we invited the principals, police department, and city officials along with the juvenile court referee.

A fourth meeting was held in which we set down recommendations to take to the mayor and city council on a unified front to handle loitering around school buildings and stadiums, and to cover any harrassment of our school children either to or from school, or on the school grounds, streets, and/or sidewalks facing the school area.

Our superintendent, Frank Dick, presented this proposal to the city council as a proposed law which would provide a fine of up to $1,000, a year in jail, or both, upon conviction of assaulting, harrassing or using obscene language to school personnel while on school property, going to and from school, or in stadiums or gymnasiums.

This ordinance, under Section I of the Toledo Municipal Code would be a new Section 17-1-6 which includes assault upon a teacher, disrupting a class or school activity, and under Section I, 17-1-7 assault upon a student or other person going to or from school or upon school grounds. Both were entirely new ordinances since our research had discovered loopholes in all existing ordinances.

The city council appointed a 12-man resource panel to receive incidents leading up to our request for a new ordinance. I researched all school records and police department reports in order to give a complete report to the resource committee. This report covered the period from the opening of school in September to the end of November of this year. 135 offenses occurred inside the schools and 144 took place outside. Arrests were made in 237 offenses. Of these, 108 were assault and battery incidents.

After realizing the deficiencies of the present laws and the need as disclosed by the school and police reports, it was the consensus of the 12-man panel of city council members and other city agencies, including the police and law department, that the existing city ordinances should be strengthened and revised, in addition to passage of the proposed new law.

Since this meeting with the resource committee, the city juvenile judges who were invited to the session have really cracked down on juvenile offenders. This word gets around quickly to potential delinquents. Since the first incident in September, we have not had an incident reported at a football or basketball game to the present time.

We in Toledo, because of our early concern, have taken a leadership position throughout the country in our attempt to control crowds at athletic contests. We decided that we had to stop excusing youthful violence as a sign of the times, a reflection of racial tensions, or similar platitudes. It's a job, a responsibility, that must be shared by the board of education, our police, our courts, our civic groups, and by every respectable citizen. However, our school officials who are on the firing line have the biggest share of the responsibility.

The responsibility for much of the student body's attitude lies with the high school principal while the athletic director, as the designated agent to control the crowd, must be well schooled in the principles of crowd control procedure. The coach must realize in time of crises, that he is definitely coaching more than his team. He has a responsibility not only to his athletes but to the student body, to his administration, and to the entire community in which he lives. That is why he is honored with the title "coach."

Public education must face up to its responsibilities in this area. Educators must establish desirable standards for spectator behavior and then encourage the adopting of these standards by their students and the community at large. The spirit of varsity competition is one of the greatest things in our American society. God help us if we ever lose this spirit. The people of our country who really get things done are driven by this same spirit of competition.

Athletic directors have the responsibility of tying varsity competition together to keep the drive and enthusiasm permeating throughout the fiber of our schools and, above all, they must not retreat in the face of brazen, unruly punks—not *unlimited numbers* of delinquents, but a *handful.* A gang of overgrown brats who attack innocent citizens and show "respect" for law enforcement by slugging and kicking policemen at our athletic contests is not meant to be the American way of life.

How Can We Take Care of the Fans?

Robert L. Wirth

As our society moves through changing times, as our society takes on different sets of values, crowd control presents many problems which must be faced now. People in 1969 expect things that they didn't expect 15 or 20 years ago and people now, in some cases, hold different sets of values pertaining to attending athletic events.

For a closer look at crowd-control problems let's follow a basketball or football fan as he leaves home for the game. Probably the first thing that he finds as he approaches the field, the school, or the field house is a traffic jam. This sort of thing gets on his nerves; he has difficulty finding a place to park, he arrives after he finally finds a place to park and has to walk to the field, generally in a crowded situation. He may have to stand in line to purchase tickets, which is another negative experience. He may have to stand in line to get into the building or the field, which is still another negative experience. Once he gets inside there may or may not be a seat for him or he may have difficulty finding his seat. The point is, he has another negative experience. The game starts, hopefully on time, and the fan enjoys or does not enjoy himself, depending upon the score. It's very possible that by halftime he may have had another negative experience—he may start wishing he was coaching the team because he thinks the coach doesn't know what he's doing.

This brings up an important area which we often overlook. What about the facilities at the field, the field house, or the school? Are there adequate toilet facilities? Is our fan going to have to stand in line again? Is he going to have to wait in line to get a hot dog, a cup of coffee? These are things

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which can be put on the negative side and/or hopefully, they can be put on the positive side. If it's put on the negative side, it's a problem in crowd control. If we can put this on the positive side, we have solved the problem of crowd control. I have seen many fights, many scuffles, develop in front of concession stands, and I think if we get into basics here we can understand why.

Our fan is back in his seat; he's got his hot dog, and he's ready for the halftime show or for the beginning of the second half. From here until the end of the game he goes to the positive side or to the negative side. He becomes happy or he becomes sad depending upon the score of the game. But, as he leaves, we can again start adding up positives or negatives. As he leaves he is in a crowd again. He may have trouble finding his car, and he probably gets into a traffic jam going home.

We've taken a typical fan from his home to an event and back to his home. In the travels of this person we have added up many negatives and a few positives. It's the negatives that we have to worry about and this is where the big "if" situation comes into play.

As people who are concerned with crowd control and with the proper conduct of all events where large numbers of people are involved, we must have a plan. We must be concerned with the orderly flow of people both to and from an athletic event and also, we must be concerned about their welfare at the event. In terms of reality, people are expecting, if not demanding, more today than they did years ago. As much time should be put into planning for crowd control as an athletic director puts in time for coaching, seeing to it that a team has proper uniforms, equipment, etc. The plan of crowd control should involve three parts: planning before, during, and after the event. Every field or every field house accommodating large numbers of people should have a definite security plan, in writing, for the people involved directly with crowd control (ushers, supervisors, police, ticket takers, ticket sellers). These people should know specifically how to handle various circumstances. It is much easier to avoid a set of unpopular or unfriendly circumstances than it is to try to correct the situation after it starts. Planned security involves the police, ushers, anybody that has anything to do with the crowd that is coming or leaving.

Working with the police seems to be the big problem in our society today. When we say police, we immediately think of the police force. I'm thinking of a *police service, not* a police force. They are there to help people; they are there to do things that are necessary to make it a successful event. They are *not* there to look for problems because, certainly, if they look for problems, they're going to find them. Then we are forced to go beyond the preventive-type situation and into a situation coping with a problem that has been created.

We pay particular attention to the period from the time the game is over until the area is cleared. I use the word *area*—not football field, building, or field house. Analyze some of the problems that have taken place at athletic events—fights, riots, etc. These generally take place at the end or after the end of the event, and generally take place within a mile of the field.

This is where planning has to be very precise. There must be people who are responsible for the moving of traffic and the moving of people. There must be police directing traffic at intersections. This is where a good bit of planning time should be spent.

Traffic control after the game is extremely important. How many times have buses loaded with fans or teams been pelted with rocks after a football game? My solution to this is simple: either keep those buses at the field an hour or so after the game, or get them out before the crowd begins to leave. Whenever groups of people mingle, especially if they are of opposing views, a possibility of problems exists. Therefore, it is important to pay particular attention to movement of traffic and movement of people after the game.

To sum up some of the points, we must define our basic problems—find out where these problems exist. We have to develop a plan, possibly three plans which will be in effect before an event, during an event, and after an event. We have to put some time into this planning, we have to involve people in our planning—the ticket people, ushers, crowd supervisors, teachers, police, etc. We must put this plan into effect so that we are the ones that are initiating the crowd control. If the fan finds a place to park, if he's not involved in traffic jams, if he doesn't have to wait in line for a ticket, if he finds his seat promptly, and if he doesn't find an "Out of Order" sign on the washroom door, he's satisfied. He can get food at the concession stand; he can go back to his seat; he can, hopefully, have a very good experience attending the athletic event of which you are in charge.

We now come to the most important point in crowd control and the thing that keeps us all off the front page. "Let's get him home without being involved in any fight, riot, etc." This is where we must put most of our effort from the time that the game ends until the time we get these thousands of people out of the area in which the event took place.

We are living in changing times and we must, therefore, change our way of doing things. We must make our athletic events a little bit better; we must take care of the fans from the time they leave home until the time they get back. This is crowd control.

Let me also re-emphasize, let's use a *police service* and not a *police force*. Let's solve crowd control problems before they become problems. Let's have night football and basketball.

Should the Athletic Director Take a Stand on Rules of Behavior for Teenage Athletes?

Laurence S. Peterson

In 1962 I retired from coaching and assumed the duties of supervisor of physical education and director of athletics. In that same year we began to adopt rules and regulations governing our athletic programs. Meeting first as a group, we later divided into smaller groups to prepare guidelines of operation. It took two years to establish some of the regulations, but it was felt that the coaches should take time to talk with the students and find out their feelings before any definite proposals were made.

Our policies are now complete and explicit. The smoking and drinking rule is automatic. Once an athlete is caught breaking this rule he is suspended from all sports for one calendar year. A second offense by the student results in suspension for the remaining time in his category. Category one includes grades 7 through 9; category two, grades 10 through 12. When a student in category one is caught smoking any time during the calendar year, he is suspended from sports for one calendar year from that date. Records are not carried over from junior to senior high school.

Since our school is located in a rural location, in a county of about 70,000 people, we are not faced with some of the problems which are prevalent in urban schools. We have encountered only a few rule violations since our policies were put into effect in 1966. There have been no problems in administering these rules and no problems with parental objections.

Our dress and appearance rule for athletes coincides with the board of education policy, the same policy governing all students in the school. If students abide by the school's rules of dress and hairstyles, they also fulfill the athletic department's requirements. This regulation affects both boys and girls since we have four girls' sports as a part of the total athletic department program. The same rules apply to girls in and out of the athletic program. Their dress length and hairstyle are regulated, and culottes and slacks are not allowed.

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The only difference between the board of education policy and the policy of the athletic department is that the board of education allows three violations of the dress code before action is taken. However, athletes are allowed only one violation. Last year three boys on the football squad let their hair grow. After several warnings by the coach, the boys were given the choice of being dropped from the team or submitting to the coach's hairclippers. They chose the haircuts. Not being a professional barber, the coach did meet with some parental backlash, but the boys were good sports and admitted having agreed to it.

Another rule prohibits any student in trouble with the juvenile court from participating in athletics. This is often a touchy situation and has met with hostility from some parents. The rule has been enforced several times but in all cases the students involved admitted their guilt and agreed that action should be taken. We feel that athletes are a superior breed. We want them to be school leaders, and a student on probation is not a good leader. The students are not cut completely from athletics, only from competition. They are allowed to continue practice and to keep in condition until their probationary period is over and they may resume play.

A third regulation covers the academic area. For the cheerleaders, whom we consider to be of utmost importance, the regulations are quite rigid. The girls athletic program is somewhat stiffer than the boys program in regard to the academic policy. Girls must earn a C or better in each subject. One D means automatic suspension from the team for one grading period; two D's mean suspension for the remainder of the school year. State standards require a passing mark in at least three units for athletic eligibility, however, our policy is stricter. Any boy who fails the same subject for two consecutive six-week grading periods is in jeopardy of being suspended from a team. Only once in the past three years have we had to declare a boy ineligible for academic reasons.

Our policies were endorsed by the board of education, which permitted us to recommend our own ideas. Our staff, in turn, talked with the students to discover their views. We feel that this procedure was beneficial to our situation.

Walter A. Smith

Smoking and drinking among athletes have always been a concern among coaches and athletic directors, but now many are also concerning themselves with the problems of current hairstyles. A few days ago my barber told me that the haircutting business in America has dropped 50 percent since 1960.

When a ball team goes on the road for an out-of-town game, no one knows what problems may be facing the school the following morning. Whatever happens on these trips is of immediate concern to athletic administrators and coaches. These people must take a firm stand in order to solve these problems.

Last December a leading authority in the field of athletics, Cliff Fagan of Chicago, prepared the following paper, "Participation in Interscholastic Athletics: A Privilege."

> PROGRESSIVE EDUCATORS have long acknowledged it is a privilege for a student to participate in interscholastic athletics. It is a privilege for a boy to represent his school in a program of this nature, just as it is a privilege for anyone to represent a creditable organization.
>
> INTERSCHOLASTIC ATHLETICS is a completely voluntary program. No student is obligated to take part in any interscholastic activity and certainly not in interscholastic athletics. Participation is not required for graduation, nor must the student have athletic credits for college entrance. Those who participate must give extra effort and extra time. This is as it should be. In these respects, preparation for and participation in interscholastics differs from intramurals.
>
> BECAUSE INTERSCHOLASTICS ARE VOLUNTARY and because those participating represent their student bodies, it is mandatory that to qualify the standards must be the highest. This is particularly true of academic requirements, school-citizenship, and sportsmanship. The dignity of the school program is reflected through interscholastic athletics. Those who take part must conduct themselves in a manner which is above question.
>
> SELECTION OF CANDIDATES is necessary. It must not be based upon athletic performance alone but also upon attitude, conduct, cooperation, and an earnest and sincere desire to represent the student body in a manner which compliments the school and the community. Any student-athlete has an obligation to himself, to his school, to his teammates, and his student body. Those who take part have greater responsibilities as school citizens than those who are not privileged to do so.
>
> AS A RESULT, THERE ARE SPECIAL STANDARDS for those who represent schools as members of interscholastic teams. This is as it should be. It is not too much to expect a student-athlete to be a good school citizen. He has the privilege of participating in a well-organized program which is of special interest to him and for which the school provides coaching, equipment and facilities. The boy who believes he is making too great a sacrifice

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by being a good citizen should be denied the privilege of taking part. It is much better, if he finds it impossible to maintain high standards, that he take his wares elsewhere.

BECAUSE IT IS A PRIVILEGE to represent a school in athletics, it follows logically the school must have the authority to revoke the privilege when the student-athlete does not conduct himself in an acceptable manner. Not only does this responsibility exist while he is on the field, the court, or the track, but the good conduct shall be required of him at other times and most certainly while he is at school. As a member of the school team, he brings attention to himself and to the student body.

THE STUDENT BODY is partially judged by the conduct of the student-athletes. There is nothing wrong with this when selection is as it should be and when the privilege of participating is denied those who fail to meet the standards. Quite to the contrary, such judgment is desirable. Therefore, school authorities must see the standards of conduct of those representatives are above reproach.

THE NEED FOR THE HIGH STANDARDS of conduct is aggressively defended. Any lowering for a "successful" season is deplored. When the doors of interscholastic competition are opened to those who have bad habits and to those who are not good citizens, the program suffers. Interscholastic athletics are not intended to rehabilitate all of the undesirable characters, even if athletics could do this — and they can't. Neither are they for the purposes of retaining and reforming those who have poor character traits. Rather, the privilege of representing the schools should be extended to those who have given evidence they are good school citizens, in other words, those who have earned it.

THOSE WHO LOWER STANDARDS to win contests or for any other reason all too quickly learn that it is self-defeating. Any resulting successes are temporary and they are empty indeed. All too soon the schools which lower their standards learn they have paid too great a price for any measure of athletic success.

Each and every one of us should understand exactly where we are going in the field of athletics relative to the problems of haircuts, smoking, and drinking. If we let students circumvent the rules; if we don't stand up for what we feel is right and what we know is right, then it will no longer be a privilege to represent that school on the playing field. It will become a right rather than a privilege, and once it's a "right," it's a danger, and there will be no athletics. The strength of interscholastic athletics rests in the point that it's a voluntary program, that it's a privileged youngster that makes the ball club, and these are the standards upon which he has agreed to compete. If he violates the behavior, if he violates the appearance, if he violates any of the training rules, he should not be allowed to compete.

Harvey F. Dickinson

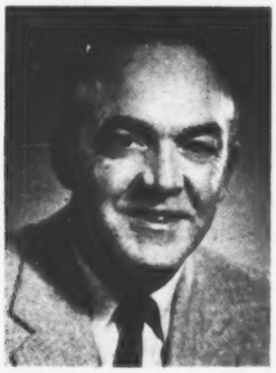
We are fighting a losing battle when we wake up and find the toast of the town is Joe Namath, a man who deliberately has flouted the conventions of dress, hairstyle, and, according to his high school athletic director, the standards of behavior expected of high school students. Yet, this is a man our students are seeing praised on television. Their attitude toward a man like this is a constant challenge.

Our only approach toward meeting this challenge is to involve the students themselves. They want involvement; they want to be part of a program. It's good to bring youngsters and athletes into the standard which adults are setting. Let them help evolve those standards. Their standards may be as high as, and perhaps even higher than, those of the coaches.

Of primary importance is the establishment of a common code throughout the public schools under the same jurisdiction. There must be communication. Student athletes must understand what is expected of them. Our school requires freshmen to sign an athletic code. The coach explains this code in detail and takes time to communicate with the students. In addition, head coaches are required to write letters to parents informing them of practice expectations, rules of dress, and expected conduct for the sport season. Parents are given a sports schedule and encouraged to participate and support the teams. There must be communication between all who will be involved in the programs.

Our community is not faced with many problems concerning proper dress and appearance. These rules must be within the realm of the school code and be developed by the students or the student council. Appearances are changing; styles are changing. Adults can not fight the common trends which are going to make them look foolish one, two, or five years from now. Our whole philosophy must dovetail with the philosophy of the administration, for students are only too aware of inconsistencies within these philosophies. The support of the administration is necessary to the athletic director and coach. An entire program can be destroyed when the administration reverses decisions made by a faculty member.

Youngsters today want to express individuality and we must develop programs which allow them to do this. The pressure is on us. We must offer programs in which the students will want to participate, and we must set standards which they will want to meet. According to national statistics fewer



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teenagers are smoking now than within the last ten years. Many agencies have been involved in this battle; the schools have not been fighting the battle alone, but constructing and rewarding school programs have played a large part.

Schools must develop a philosophy and a policy. Our school has what is called a "second chance" philosophy which has been developed over a period of many years. It considers the athlete both in and out of season. Nothing is really being accomplished by setting standards for a sport season and ignoring these standards when the season is over. According to our policy a boy is immediately dropped from a team if caught violating the athletic code during the season. If the violation occurs out of season he is given a second chance through cooperation and communication with his parents. Basically, students want limits set for them; they want to know what those limits are. Perhaps our policy is a harsh one, but we are following it and have had encouraging results. We are enforcing our policies and getting good results despite the Joe Namaths of this world.

Frieda S. Shapiro

In the last few years, local school board edicts against beatle and other shaggy or extreme hair styles have come before courts in California, Louisiana, Massachusetts, and Texas. Another case, involving a college student, arose in Virginia. In all but one of these suits, the regulations of the school authorities were upheld.

Usually the circumstances that lead to litigation are suspension of the pupils who, after warnings that they will be excluded from school, continue to refuse to comply with requests to trim their hair. The pupils go into court asking for an injunction against the enforcement of the contested regulation and for a mandate to the school authorities to reinstate them. One suit went further and asked for damages to the father and son for embarrassment resulting from the suspension. In two of the cases, the boys involved were members of professional musical groups. Their hair styles, they claimed, were necessary to their image as performers.

The pupils, in asking for judicial relief, have made these contentions against the hair style regulations and the disciplinary actions that resulted for not heeding them:

1. That the rule is a violation of constitutional rights guaranteed to the pupil. The argument is that a rule which bars a pupil from school because of the length or appearance of his hair is unreasonable, since these matters are in no way related to the successful operation of the public schools.
2. That the choice of hair style is a symbolic expression of speech, subject to First Amendment protection.
3. That the hair style rule is an invasion of family privacy touching on matters occurring while the pupil is at home and within the exclusive control of his parents.

None of these contentions has been availing.

The school authorities justify the regulations on pupil dress and appearance as necessary to maintain discipline and to prevent disruption of the educational process.

The courts uphold the regulations as a valid exercise of the school board's discretionary powers. The regulations are deemed to be reasonable since unusual hair grooming could disrupt the learning atmosphere. Here is what the Massachusetts Supreme Court has said:

> We are of the opinion that the unusual hair style of the plaintiff could disrupt and impede the maintenance of a proper classroom atmosphere or decorum . . . We are mindful that the regulation of haircuts may affect the private lives of students . . . [but] the domain of family privacy must give way in so far as a regulation reasonably calculated to maintain school discipline may affect it. The rights of other students, and the interests of

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teachers, administrators, and the community at large in a well run and efficient school system are paramount.[1]

This, then, is the prevailing and nearly unanimous judicial view at the present time.

There are those who believe that education is too important to be granted or denied on the basis of dress or grooming. "As long as the student's appearance does not, *in fact,* disrupt the educational process or constitute a threat to safety, it should be no concern of the school,"[2] and freedom of personal preference and self-expression in dress and personal adornment should be allowed.

In the exception mentioned at the start, California Superior Court Judge W. G. Watson (in *Myers v. Arcata Union High School District*) set aside a rule in school dress and appearance as being too vague and uncertain to permit enforcement, reconciling the rights of the individual with the needs of the group in these words:

> The limits within which regulations can be made by the school are that there be some reasonable connection to school matters, deportment, discipline, etc., or to the health and safety of the students. . . . The court has too high a regard for the school system . . . to think that they are aiming at uniformity or blind conformity as a means of achieving their stated goal in educating for responsible citizenship. . . . [If there are to be some regulations, they] must reasonably pertain to the health and safety of the students or to the orderly conduct of school business. In this regard, consideration should be given to what is really health and safety . . . and what is merely personal preference. Certainly, the school would be the first to concede that in a society as advanced as that in which we live there is room for many personal preferences and great care should be exercised insuring that what are mere personal preferences of one are not forced upon another for mere convenience since absolute uniformity among our citizens should be our last desire.[3]

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[1] *Leonard v. School Committee of Attleboro,* 212 N.E. 2d 468 (Mass. 1965).

[2] American Civil Liberties Union. *Academic Freedom in the Secondary Schools* (1968) p. 19.

[3] Superior Court of California, Humboldt County, Nov. 1966, No. 45522.

The Privilege of Athletic Participation

Gary Cokins

Whenever I think back upon my life, I find that athletics has played a role in it, directly or indirectly. Whenever I admire something, it is usually something done in athletics—Mickey Mantle's courage in pain or Jim Ryun's dedication in working toward a goal. Whenever I seek enjoyment, I usually find it participating in, attending, or just watching on television an athletic event. Ask yourself what you did January 1st and even this afternoon.

School to me is an athletic event with different rules. The competitive spirit is certainly there. The object is to do your best. Education and athletics are one and the same thing: dean's list or just passing, compared to winning or losing. If you've tried hard by either studying or practicing, you as an individual will be the one who benefits the most.

But can one really describe athletics? What is athletics? Athletics is Babe Ruth, always hesitating at the plate as he watched the ball go into the stands and quickly ran pigeon-toed around the bases, feet going a mile a minute the way the old-time movies always speed things up. Athletics is the Chicago Bears' flying Gale, carrying the mail, giving a head one way, a leg the other, while his body is off on a course of its own, high-stepping Herb Adderly's futile lunge and slamming the ball into the end zone. Athletics is Bobby Hull slapping one by the goalie's ear, and watching the Chicago stadium go into an uproar.

But athletics is much, much more than a great man with a bat, ball, or stick in his hand. Athletics is the kid on the sandlot with his brand new mitt, holding fast to a dream that someday he'll be a major leaguer. And it is the old-timer on the back porch holding fast to his memories.

Gary Cokins is a student at Cornell University. He played football and baseball (all conference) and was on the wrestling team at Riverside-Brookfield High School, in Riverside, Illinois, as well as achieving National Honor Society and graduating fifth in a class of 490. Now a sophomore in the School of Engineering, he was elected co-captain of the freshman football team and played lacrosse—and made the dean's list in the fall term.

Athletics is newspapers and television. It's hot dogs and ten-cent bets in the Wrigley Field bleachers on Fergusen Jenkins' next pitch. Athletics is taping your socks before the game and the feeling you get walking down the hall with your letterman's sweater on.

Athletics is observing how people act during a time-out in a crucial situation. It's Joe Don Looney, the ref, and your little league coach. It's game films, road trips, and whirlpools. It's windsprints and benchwarming.

But if athletics is anything at all, then it is a handshake: that grip between two competitors, whether they're two mud-caked masses of tape after a slush bowl, or the extension of the hand from the winner to a loser in a hard-fought wrestling or tennis match. It is the culmination of those two person's sacrifices and efforts to that precise date in their life. It is the American offering his hand to the Russian on the Olympic stand—language is not a barrier in athletics. It is the quarterback and linebacker seeking each other out through a mob of fans on the field after a thrilling last-second victory. That handshake says that whether I won or I lost, I respect you for the fact that you are here competing with me and that you have worked as hard as I have worked to get here. It is a wink, a thank you, and a good luck combined. It is the mark of an athlete; but now just what is an athlete?

Somewhere between the innocence of childhood and the dignity of manhood lies the high school athlete. One might find him swathed in a bundle of sweat clothes running mile after mile on the coldest of winter evenings, sprinting along the sidelines of the football field at the hottest hour of a summer day, monotonously swimming lap after lap at the local swimming pool, or perhaps bench-pressing astronomical amounts of weight in the shadiest spot of his backyard. One thing's for certain, though: you won't find him sitting still.

Beginning with the first practice, he learns what this thing he's got himself into is all about—competition: first string, second string, third string, Central, East, or Pleasantville High— competition. But in a broader sense, there are greater facets to athletics than just winning or being the best: one of these is rewards. This doesn't mean the rewards such as the medals or honors of the likes of Jim Ryun or Lew Alcindor, but rather the intangible reward of the self-satisfaction of physical sacrifice felt by all athletes including the everyday, average athlete.

Average—a word that's becoming a sin in our American society today. Well, being average isn't so bad.

How many average athletes have come and gone at your high school without recognition? How many have sweated through grueling wrestling practices only to lose their Thursday night challenge match? How many have run their ten to twelve miles a night with the others, but never contended in a race? How many have held the dummies in football practice and learned the other team's plays for practice scrimmage better than they knew their own, but on Saturday could only slap the star halfback on the back or hang his head in humiliation for a defeat he did not participate in?

There have been many like these, and there are many more to come, but can one truly say they got nothing out of athletics? To always be successful and never meet with failure can diminish one's respect for achievement and will hardly prepare one for defeat. Far more important than winning or being the best is coming out victorious in the great game of life, and athletics prepares a boy to become a man.

He learns to trust friends and cope with enemies. He learns to resist pressure and to put out when fatigued. He learns how to react to victory and face defeat. He is exposed to the emotions and reactions of others. especially when under stress. He learns that there is no room for selfishness and that the welfare of the team comes first. He learns that one who does not conform to training rules is cheating his teammates and might cause defeat. The saying "No chain is stronger than its weakest link" can apply to the team effort. Athletics teaches him that life is competitive whether one becomes a teacher, doctor, lawyer, or coach; and it is through this competition that he learns to become dedicated and to sacrifice, which may sound like habits dealing with sports only, but you can be sure they carry over into life also. He learns to handle himself in an adult manner. He develops a better understanding of the word "pressure", which becomes synonymous with responsibility in real life. He develops a storage of knowledge from his experiences in athletics that he will be referring to throughout life. In effect, he transforms from that freckled, frog-in-the-pocket mischief-maker to an adult man.

Coaches might yell at us, officials might penalize us, students might cheer for us, boosters might tolerate us, and mothers might fear for us, but at least "us" refers to a special breed of student — the athlete.

Considering problems like delinquency, suicide, divorce, insanity, and drug addiction, I don't think parents could have a better feeling of security than to know that after school, instead of their son slouching at the local hangout, hair falling in his eyes, cigarette hanging from his lip, discussing who's getting the beer for the week-end bash, he's out giving his 100 percent best with others as dedicated as himself, the best possible friends a guy can have — athletes.

In conclusion, I'd like to state that formal athletics, just as it has been with you, has been with me an integral part of my life, beginning with my first day of practice many years ago, and I feel that athletics has done everything to make me what I am. By this I do not mean actual success in athletics, but a deeper and more important aspect — that key phrase, "participation in athletics." I feel the biggest break a kid can ever get is when he makes the decision to go out for the team, and it is you who gives him that opportunity. As I speak to you now, I speak for the tens of millions of athletes past and present that have participated in high school sports. Let us thank you for following your hearts in selecting a career which introduced athletics to our generation. It is you who have helped mold us with your hands, yet you are not only "makers of men" but also "makers of sound minds and bodies — builders of character." If we are the backbone of America, you have helped create us.

What a Student Expects of His Coach

John R. Midgett

As a student athlete I expect of coaches and athletic directors exactly what they expect of me as a participant in their athletic program. There are various qualities coaches and athletic directors should possess, the first of which is an inspiring personality. Their conduct sets a personal example for the players both on and off the field. Coaches or athletic directors who fail to instill in the members of their squads the major elements of good character have failed to attain a most important objective. They should demonstrate through their own behavior the elements of character that will serve as patterns for the proper character development of their athletes.

The second quality is loyalty. A coach cannot expect much of his players if he himself is not loyal to his team. The coach and the athletic director both should possess the quality of initiative. They should make their work an integral part of the school program. They both should have the drive to build their programs and to make them as good as they possibly can. While on the job, 100 percent should be given at all times, just as they expect 100 percent effort from their players.

Another important quality is technical knowledge. The coach and the athletic director should be professional people with a sound educational background in order to provide a proper and continuing program of interscholastic athletics and to contribute effectively to the general preparation of their players. Both should have an excellent background of training in athletics, health, and physical education.

A quality that all coaches look for in their athletes is leadership, and all athletes look to their coach for leadership. The coach and athletic director are public figures identified with a phase of the school program and constantly on public display. The ability to lead and the assumption of leadership, though they are rewarding, are also exacting. Leadership requires both dedication and constant effort.

John R. Midgett is a 1969 graduate of Washington and Lee High School in Arlington, Virginia. While in high school he served as president of the senior class, captain of the wrestling team, president of the Letterman's Club, and president of the Health Club. He will continue his education at the U.S. Naval Academy at Annapolis and is considering a major in oceanography.

The coach and the athletic director should know their team members thoroughly. They should have the ability to recognize differences between individuals. They should be especially concerned with three aspects of their athletes' growth: (1) their physical well-being, (2) their character development, and (3) their academic guidance. Coaches should help their players achieve and maintain physical well-being and inform players of proper training habits.

The coach and the athletic director are expected to show self-discipline and sportsmanship at all times, just as they expect the same of their players. A very important matter that the coach and the athletic director should emphasize to their athletes is that the primary purpose in attending school is to acquire an education. Often a coach or an athletic director can help a boy get into a college by writing a letter of recommendation or by talking to the coach of that school. The coach and the athletic director should be guide, counselor, and model.

In order for the coach and athletic director to handle their jobs, it is necessary for them to keep themselves physically, mentally, and morally fit. They are expected to live up to the trust which the entire school and the community have in their leadership and ability.

Progress Reports for State High School Athletic Directors' Associations

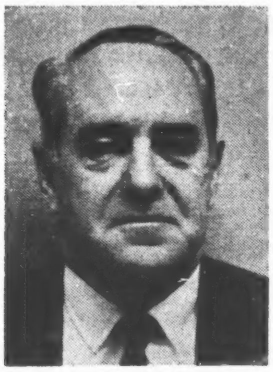
MINNESOTA

Jack L. Campbell

The Minnesota State High School Athletic Directors' Association was founded on October 20, 1966, during the annual Minnesota Education Association's state convention. There were 16 athletic directors in attendance, who became charter members of the organization. In February 1967 the membership had grown to 77 members and by June, 172. At the present time we have 248 members. In the state of Minnesota we have registered with the High School League 491 high schools, which gives us better than 50 percent registered with our association. Many of the schools are small and do not have an athletic director. This position is the duty of the principal. We do have a much higher percentage registered from the larger high schools in the state.

The purpose of our association shall be to:

1. Promote high standards of achievement and ethics in interscholastic and extracurricular activities.
2. Promote better relations and sportsmanship between schools.
3. Provide for an exchange of ideas and a better understanding of the administration of high school activities.
4. Promote good will and fellowship among the athletic directors of the state.
5. Cooperate with and promote all functions of the Minnesota State High School Coaches Association.
6. Cooperate with and promote all activities of the Minnesota State High School League.



Jack Campbell is director of athletics for the Anoka-Hennepin Independent School District No. 11, in Anoka, Minnesota, a system which includes two senior and four junior high schools. A graduate of Hamline University, he has coached football, basketball, track, baseball, and golf. He has been president of the Metropolitan Athletic Directors Association and treasurer and vice-president of the Minnesota State Athletic Directors' Association.

Membership in the state association shall be open to all high school athletic directors in the state. The officers of the association shall be a president, vice-president, secretary, and treasurer. The officers come from the northern, southern, and western sections of the state with the fourth officer from the metropolitan area of the Twin Cities. The executive committee shall consist of the officers of the association and the immediate past president, who shall serve in an ex officio capacity.

The first regular meeting of the association shall be held in the fall of each year. A minimum of two regular meetings will be held each year.

Some of the agendas for our past meetings have been as follows—the place of junior high school athletics in our extracurricular program; transportation home of athletes after practice by activity buses; uniform colors for all sports for home and away games; uniform pay for officials; equal treatment of sports; athletic insurance; opening practice dates for each sport; equipment losses; scouting procedures; realignment problems in the state; release time to attend local, state, and national athletic directors' meetings; distribution of state tournament tickets; teaching load survey for time for athletic directors' duties; wrestling weights, especially 95# division; communication between coaches, athletic directors, and the state league office.

The following items were discussed by a panel of experts:

1. Care and storage of off-season athletic equipment.
2. Administration of the high school athletic program.
3. Athletic budget—formation and presentation.
4. Scheduling
5. Athletic council within a high school
6. Public relations in regard to press, radio, television, booster clubs, parents' night, etc.
7. Purchasing of athletic equipment.

Guest speakers invited to address the meetings were given the following topics:

1. Girls' athletics in the extracurricular program in Minnesota.
2. New trends in the care of athletic injuries.
3. The combined position in high school of the trainer-equipment manager.
4. New indoor and outdoor surfaces—Tartan Turf by the 3M Company and Astro Turf by the Monsanto Company.
5. Medical aspects of athletics.

I have found that since the formation of the Metropolitan Area Athletic Directors' Association and the Minnesota State Athletic Directors' Association that the role of the athletic directors in the state is becoming more important and is receiving recognition. In the past, the athletic director has controlled the local athletic program but has had little voice in regional and state athletics. I can see in the future a much greater role of the athletic director in formation, policy making, and procedures of athletics in Minnesota.

We have received excellent help and cooperation from the University of Minnesota Athletic Department. Glen Reed, assistant to the athletic director, has met each fall with our executive board to assist in organizing the agenda for our November meeting. They have distributed to all schools in the state, information of our meetings and the full agenda. The University athletic department has arranged for a large room for our meeting, coffee and doughnuts for a midmorning coffee break, and an excellent noon luncheon. Their entire athletic and physical education staff is available for any of our meetings.

The Minnesota State High School League is pleased with the progress we have made, and I personally feel that they will be asking the athletic directors' organization for more help in the future.

In closing I would like to quote an article that appeared in the Wisconsin State *Journal*.

"Emerge" He Will!

He is the "right arm" of the principal in many schools, and in some he is officially the assistant principal in charge of the sports curriculum.

Who is he? He is the athletic director—that overlooked but emerging individual in the high school interscholastic program?

His problems are many—all the way from such routine matters as scheduling, hiring officials, and running facilities to such crucial matters as training rules and bolstering school morale in the middle of a losing year.

But perhaps his most frustrating problem is none of these. His most frustrating problem seems to be finding the time to do his job. You see, his "emergence" is far from complete, and it never will be complete in the sense of the word that this will be his total responsibility.

Ironically, fulltime athletic directorship isn't what these men want, for they realize with others that the educational system can't specialize to this degree. But if only they could get a little time—a few hours a week—to spend on this aspect of their jobs. This is what they really want and what they really could use.

In the meantime, they will plunge ahead into their work and into their responsibilities, not entirely content naturally, but buoyed to a degree by the knowledge that they are an appreciated group and that little by little their "emergence" is taking place.

And everybody should appreciate these athletic directors. The WIAA certainly does appreciate them, and there is one real quick reason that comes to mind: Where else would you find 250 plus persons willing for the second year in a row to give up part of a weekend at home to attend an Athletic Directors' Workshop and hope to learn a little more about their jobs?

Such kinds of people in this day and age can't help but "emerge."

ILLINOIS

Robert L. Frank

The purpose in starting the Illinois High School Athletic Directors' Association was to improve athletic understanding and relationships throughout the state high schools in Illinois. We needed a closer working relationship with the Illinois High School Association. There was a need to develop greater unity, uniformity, and fellowship among all member schools and to foster higher standards of professional proficiency and ethics. There was, and still is, a need to improve the articulation of interscholastic athletics in the total educational program.

During the state final track meet in May 1965, a meeting was held in a locker room of the stadium at the University of Illinois in Champaign. Athletic directors in all regions of the state were informed of this meeting, called by a group of four or five athletic directors interested in forming a state association of athletic directors. Ten or eleven men attended this first meeting. (There were approximately 760 high schools in the state of Illinois at this time.) Officers protem were elected to draft a constitution, publicize the existence of the association, and collect dues of $1.00 from those who wished to join. The original group selected Jim Perkins as president protem. He and his committees drafted a legal document which was filed with the Secretary of State of Illinois, making this an official *not-for-profit* organization. We were then a legal association with officers, directors, and a very small membership.

Our next step was to nominate and elect officers for our first year. Jim Perkins was the logical choice and he was elected as our first president. Under his direction the group grew to approximately 75 members. During this first year we initiated a fall meeting in conjunction with the state meeting of the Illinois Association for Health, Physical Education, and Recreation. This seemed to stimulate interest because of the fact that many athletic administrators usually attended this meeting. The programs were interesting and meaningful, and the attendance was very good. It should be noted here that the state physical education association was very receptive to our meeting with them, and this cooperation has continued. During these fall meetings, we began to find that many of our individual problems were common to others throughout

Robert L. Frank is director of physical education and athletics for the Bloomington, Illinois, Public Schools. Graduating from Southern Illinois University in 1952, he taught and coached at Galesburg Senior High School before coming to Bloomington in 1964. He was a charter member of the Illinois High School Athletic Directors' Association. Having served as vice president of the organization in 1966 and 1967, he was president in 1968.

the state. By meeting together and discussing these problems, many solutions have been found.

Our first annual spring convention was held on Friday and Saturday in Dundee, Illinois. At this meeting we had an attendance of 80 to 85 athletic administrators and several school administrators who were interested in the formation of such an organization. These people came from all regions of the state. At this meeting the officers were elected for the next year.

The second year of our association showed an increase in membership to approximately 150 members. We changed the dates of our second annual spring convention held in Mattoon, Illinois, to Thursday and Friday and found this to be a definite factor in increasing our meeting attendance.

Our first two years proved to be years of problem solving. Various problems began to appear which needed solutions. Interest was being shown throughout the state. We decided at this point to allow college athletic directors to become honorary members if they so desired, and we also decided to permit any former athletic administrator who had held that position for a period of five years or more to become eligible for membership. This applies to athletic administrators who have retired or have been placed in another administrative role such as principal, etc.

Nearly 50 percent of the high schools in Illinois do not have anyone specifically designated as director of athletics. We have asked these schools to appoint a representative of their athletic department who would be eligible to join the association. Many schools have done this, and we feel that this makes for a truly representative association.

During the year 1967-68, our third year, we increased our membership to approximately 190 members. Our dues are now $5.00 per year which will cover our expenses. However, it should be stated that in our formulative years, we received financial assistance from local county school administrators and local business firms to defray the cost of our annual convention. This annual meeting is held in a different section of the state each year, and this has proved to be a wise decision.

For our annual convention we attempt to formulate a program which will be of interest to all who attend, including those from large high schools, the medium-sized schools, and the small schools. As guest speakers we try to obtain national figures in the field of education or athletics who will highlight our meeting. Thus far we have utilized members of the Illinois High School Association executive staff, principals, superintendents, members of the press and radio, school board members, and members from our own organization. We have had three very successful conventions and are anticipating another fine meeting in Springfield, Illinois, on March 27-28, 1969. At the third annual convention, held in Bloomington, Illinois, men from Indiana and Iowa also attended. We received correspondence from them stating that they had gained a great deal from their attendance, and they mentioned that they would attempt to start similar groups in their own areas.

Here is a brief breakdown of our organization and how it functions. We have the usual officers and a typical constitution, which is still in the process of revision. The state of Illinois is divided into 17 districts by the Illinois High School Association. We use the same district organization in electing representatives to act as members of the board of directors. Half of these are elected each year, and each man serves a two-year term. The district representative aids the secretary and/or the president in disseminating information such as dates of meetings, membership information, open dates, tournaments, etc., and also aids the secretary in collecting dues and sending out membership information. Generally, it is the district representative who has the grass roots contact with the membership, and it is through this avenue that many of the program topics are chosen for our meetings.

We believe that we have become a professional group which, in three short years, has had a profound impact upon athletic programs throughout the state. From a meager beginning, with a few men and an idea, a group has grown into a meaningful and worthwhile association—an association made up of athletic administrators who have common problems, varied solutions, and the same educational goals for those who participate in sports. We in Illinois are proud to have made a start.

OHIO

Robert Purdy

The forward surge of the Ohio High School Athletic Directors' Association has been made possible through the leadership, organization, and hard work of a number of dedicated school athletic administrators. The cooperation of the Ohio High School Athletic Association has been a most significant factor in our growth and development.

In November 1958, the Ohio High School Athletic Association conducted and sponsored the first of four annual clinic-type programs at the Ohio State University Student Union in Columbus, Ohio. These programs included special speakers, panel discussions, reports, and results of surveys.

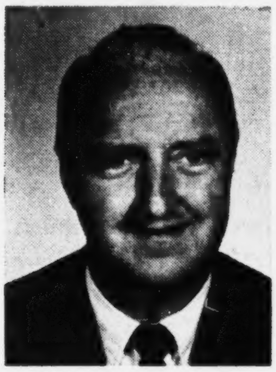
In the spring of 1962, an organizational meeting was scheduled at the state association office to prepare a slate of officers and to design the organizational plan of what is now known as the Ohio High School Athletic Directors' Association. This group was to become the first organized state athletic directors' association in the United States.

William King of Princeton High School in Cincinnati was elected the first president at our November 1962 meeting. The state was divided into six districts and a director was elected to head each district association. The directors are elected for a two-year period and serve on the executive board of the state association. The regular officers were also elected for two-year terms. The committee chairmen are composed of both officers and directors.

The first three years were focused on organizing the districts, drawing up and revising the constitution, and starting work on a code of ethics.

The state athletic association invited the president of the state athletic directors' association to attend the monthly state board of control meetings. The district board meetings were also opened to our district representatives. At these meetings, we were not voting members since we were not elected officers. However, we were consulted on various problems and were encouraged to participate in the discussions.

In November 1965, Dow Nelson, the treasurer of the Ohio High School Athletic Directors' Association, died unexpectedly of a heart attack. A memorial



Robert Purdy is director of athletics for the Berea, Ohio, Public Schools. He received a B.A. degree from Ohio Northern University and an M.A. degree from Columbia University. He coached and taught first in Ottawa, Ohio, and then moved to Berea in 1950, where he taught and coached basketball and track through the 1958 season. In 1957 he founded the Berea Relays, one of Ohio's largest invitational track meets. He was named to his present position in 1961. Mr. Purdy served for three years as the first secretary of the Ohio High School Athletic Directors' Association, for two years as the second vice-president, and for the past year as president.

scholarship was formed, beginning with the 1966 fall meeting, in his honor. The recipient is selected by the district association that was last responsible for the state program. Also, in the spring of 1966, groundwork was being laid for what was to become the "greatest single shot in the arm" that the Ohio High School Athletic Directors' Association had received. Amended House Bill No. 279 was "off and running." Sparked by the tireless efforts of Nelson Thinnes of Cincinnati Aiken High School (then state president) and Rex Smith of the Parma City Schools (state legislative chairman) work was begun to pass legislation making it legal to use up to one half of one percent of the local board of educator's budget for state-approved school activities. Prominently included in a category of ten items is interscholastic athletics. The most important factor accomplished by this bill was to place athletics and other activities in the same financial basis as other curricular offerings. This bill was passed by the state legislature on September 11, 1967, and it was signed into law by Governor James Rhodes on December 11, 1968.

Many undersirable problems such as scheduling stronger teams for large guaranties, holding raffles and similar money making projects, and gate receipt problems caused by poor weather and losing teams could now be greatly lessened.

Some of the district associations are now holding meetings as part of the regular professional day programs in the fall. These are not only endorsed by the various district teachers' associations, but after the first year are subsidized by them. One of the district associations holds an annual two-day meeting at Warren. This includes special rates and entertainment for the wives as well. Other districts now include overnight outings, golf parties, and attendance at major league games.

In a move to gain additional professional status, the Ohio High School Athletic Directors' Association has applied for affiliation with the Ohio Education Association. By becoming a regular department within this association, we can receive assistance in helping defray clinic costs, assist with the passage of legislation, make mailing service available, and help with the publication of new materials. Final approval of our affiliation is expected within the next month.

At the November 10-11, 1968, meeting of the state association, every member was given a printed copy of the code of ethics. This document had been developed through the work of a special committee.

A survey is currently being conducted throughout Ohio to gather data which will be helpful to all schools dealing with the implementation of amended House Bill No. 279.

A committee is presently at work to develop an athletic directors handbook. This will attempt to serve as a guideline for younger or inexperienced directors. It will also help to clarify our thinking as to what duties and responsibilities are commensurate with this particular position. The Ohio High School Athletic Association has agreed to defray the final cost of this publication.

The Ohio Association has been helpful in assisting other states with the formation of similar organizations.

The National Council of Secondary School Athletic Directors

Rex B. Smith

In the past ten years, the athletic director's position has become one of administrative responsibility in the total educational program of the secondary schools. Some athletic directors have taken the initiative to form state athletic directors associations, such as the Ohio High School Athletic Directors' Association. In the main, thee associations were primarily formed for the purpose of advancing interscholastic athletics to the position of being an integral part of the total education program.

Responding to this interest state athletic directors' associations, the Division of Men's Athletics of AAHPER called the first planning meeting for the Second National Conference on Secondary School Athletic Administration in September of 1967. Follow-up meetings were held in Chicago, in addition to an in-depth study meeting that was held during the 1968 AAHPER National Convention in St. Louis to finalize plans for the national conference as well as to discuss the purposes, organizational pattern, and membership requirements of a proposed National Council of Secondary School Athletic Directors.

Many people have been involved in securing approval of AAHPER for establishing this National Council. Special words of thanks should be expressed to the planning committee of the conference, the cosponsoring organizations of the conference, and the officers of the Division of Men's Athletics of AAHPER. All of these people and organizations firmly believe that the National Council of Secondary School Athletic Directors, as a means of extending increased services to the secondary school athletic directors and enhancing their professional status, is urgently needed in today's changing educational picture.

Purposes of the National Council of Secondary School Athletic Directors:

1. Improve the educational aspects of interscholastic athletics and their articulation in the total educational program.
2. Foster high standards of professional proficiency and ethics.
3. Improve understanding of athletics throughout the nation.

Rex B. Smith is director of athletics, physical education, and recreation in the Parma, Ohio, Public Schools, a position held since 1958. Previously, he was city recreation director for Royal Oak, Michigan, and director of physical education and recreation and head football coach in St. Charles, Illinois. He has a B.S. and an M.S. in physical education from the University of Illinois. He has served as chairman of the Legislative Committee for the Ohio High School Athletic Directors' Association.

4. Establish closer working relationships with related professional groups.

5. Promote greater unity, good will, and fellowship among all members.

6. Provide for an exchange of ideas.

7. Encourage the organization of state athletic directors' councils.

8. Assist and cooperate with existing state athletic directors' organizations.

9. Provide a national forum for the exchange of current practices and the discussion of evolving trends in the administration of athletics.

10. Make available to members special resource materials through publications, conferences, and consultant services.

11. Establish and implement standards for the professional preparation of secondary school athletic directors.

The National Council of Secondary School Athletic Directors is administered by an executive committee, whose members serve rotating terms and are elected by members of the Council at an annual meeting. Members of the executive committee include chairman, chairman-elect, past chairman, and three representatives-at-large. Representatives of the National Association of Secondary School Principals, the National Federation of State High School Athletic Associations, and the American Association of School Administrators and the vice-president of the AAHPER Division of Men's Athletics serve as ex officio members of the executive committee and act to maintain liaison with and support from these significant national organizations.

Membership in the National Council of Secondary School Athletic Directors is open to all members of AAHPER who have the primary responsibility for directing, administering, or coordinating the interscholastic athletic program at the junior or senior high school level. Membership will also be open to directors of athletics who administer or coordinate interscholastic athletic programs for a school district. Membership may be applied for by letter or membership application form.

Your attention is also called to the National Council of State High School Coaches Associations which has established a Speakers Bureau, offers consultative services, assists with placement services, cosponsors an Olympic Tour and a Coach of the Year project, and assists in overseas coaching projects. The National Council of Secondary School Directors can and will be involved in similar projects and operations. We need to know from you, the competent, well-trained athletic director, possible ideas of service that will be of value. Futhermore, we need to know what services the athletic director needs as an individual and on the state, district, and national levels.

Division of Men's Athletics, AAHPER

Roswell D. Merrick

The Division of Men's Athletics of the American Association for Health, Physical Education, and Recreation was organized in 1958 to serve coaches and athletic directors in the high schools and colleges of the country. It also had as one of its purposes the responsibility of interpreting the role of athletics in education to the various departments of the National Education Association and other professional and nonprofessional organizations. Every specialized teacher or school administrator has an opportunity to affiliate with a professional organization from which he derives service that improves his competency and raises the standards of his teaching specialty throughout the country.

The American Association for Health, Physical Education, and Recreation felt that such services could be greatly improved by the formation of a Division of Men's Athletics. This Division would provide a vice president to represent men's athletics on the Board of Directors of AAHPER and an opportunity for budget, publications, conferences, clinics, and workshops.

The Division of Men's Athletics does not administer competition, but it does present a program that improves the competency of coaches and athletic administrators in meeting the objectives of education through the medium of competitive athletics. Its role of providing professional services and interpreting the value of athletics in education is accomplished in the following ways:

Structure

The Division of Men's Athletics has the second membership in the Association. Each of the divisions of the Association has separate executive councils and the vice presidents of these councils have direct representation on the AAHPER Board of Directors.

The Division of Men's Athletics has a separate budget which is approved by the Board of Directors and within the budget allocation the Division has complete autonomy in implementing its professional efforts.

Roswell D. Merrick is assistant executive secretary and consultant in physical education and athletics for the AAHPER, serving in the national headquarters office in the NEA Center, Washington, D.C. He came to this position in 1958 from Southern Illinois University, where he had served as assistant dean, College of Education, and director of the Division of Health, Physical Education, Recreation and Outdoor Education, and Athletics. He has a B.S. from Springfield College, an M.A. from New York University, and the Ed.D. from Boston University. He coached basketball teams which won the New England NAIA Championship for three consecutive years and was elected to the Helm's Basketball Hall of Fame in 1961.

In order to implement the progress of the Division, a number of projects, conferences, publications, films, and cooperative relationships with other national athletic organizations have been planned and completed.

Conferences

First National Conference on Secondary School Athletic Administration

This conference was the first National Conference on Secondary School Athletic Administration ever held and over 250 athletic directors from every state of the Union attended. It was in this Conference that the conferees recommended that the Division of Men's Athletics consider organizing a National Council of Secondary School Athletic Directors.

National Conference on Athletic Administration in Colleges and Universities

The Division of Men's Athletics, in cooperation with the National Collegiate Athletic Association and the National College Physical Education Association for Men, administered a national conference for collegiate athletic directors in 1960, 1962, and 1965.

National Conference on Developing Personal Values in Sports

This conference was held in June 1962 at Interlochen, Michigan, and was sponsored by the Division of Men's Athletics and the Division for Girls and Women's Sports.

For a number of years, sport leaders and physical educators have believed that students participating in athletic programs must develop desirable personal qualities. It was felt by the Division of Men's Athletics that it would be most helpful for people directing athletic programs to examine ways in which these personal values can be enhanced on the part of students participating in the program. This Conference resulted in a publication that has had wide distribution.

National Conference on Olympic Development

The Division of Men's Athletics, in close cooperation with the United States Olympic Committee, sponsored the first National Conference on Olympic Development. All aspects of development were evaluated and recommendations were made to the United States Olympic Committee for its consideration.

Since this National Conference, the Division of Men's Athletics in cooperation with the Division for Girls and Women's Sports, has worked cooperatively with the United States Olympic Committee in the area of development.

National Conference of Collegiate Coaches' Associations

There are approximately 14 collegiate coaches' associations and very little interaction relating to their mutual concerns takes place among these organizations. The Division of Men's Athletics in 1964 held a conference for the officers of collegiate coaches' associations for the purpose of assisting the officers with their organizational responsibilities such as membership, publications, appropriate professional projects, and relationships with other athletic and educational organizations.

Projects

Committee on Health Education Aspects of Athletics

A Joint Committee with the Health Education Division was formed some time ago for the purpose of developing a publication on "Nutrition of the Athlete." There has been so much misinformation about appropriate nutrition of the athlete that it was felt a project of "debunking old wives' tales" was needed. This publication should be available in 1969.

Joint Committee on Standards for Junior High School Athletics

The Joint Committee on Standards for Interscholastic Athletics of AAHPER, the National Association for Secondary School Principals, and the National Federation of State High School Athletic Associations have developed a statement on standards for the organization and administration of junior high school athletics.

Task Force on Certification of High School Coaches

In order to make coaching a profession, it was felt that some minimal standards should be established for high school coaches. These basic competencies have been established and a statement on certification of high school coaches has been approved by the Board of Directors.

The Division of Men's Athletics is working in association with the National Association of Secondary School Principals, the American Association of School Administrators, and certification officers in state departments of public instruction to implement these standards.

Task Force on Professional Preparation of Secondary School Athletic Directors

In order to more vividly identify athletic administration as a profession, this Task Force developed a statement on the basic professional competencies of athletic directors and presented these recommendations to the AAHPER Board of Directors for approval.

These standards on professional preparation of athletic directors will provide an opportunity for those men in the coaching profession who desire to enter the profession of athletic administration to enroll in a master's degree program and specialize in the area of athletic administration.

Joint Committee on Sports Art

In order to better communicate with school and college personnel in the medium of fine arts, the Division of Men's Athletics formed a Joint Committee with the National Association of Art Educators to promote the use of sports art in the schools and colleges of America.

At the present time, we have several prime projects whereby public schools, under the direction of the art supervisors and with the cooperation of coaches and athletic directors, are providing opportunities for students at all grade levels to express themselves in various art forms relative to sport and play experiences.

Scholar Athlete Award Program

In order to interpret to our many publics the value of athletics as an integral part of the total educational program, the scholar athlete award program was established with the cooperation of the National Association of Secondary School Principals and the American Association of School Administrators.

An attractive scroll is presented to high school students who have attained a "B" average and have earned a varsity letter.

National Council of State High School Coaches' Associations

The National Council of State High School Coaches' Associations was organized three years ago to assist the officers of state high school coaches' associations to more effectively carry out administrative functions in their state associations. To date thirty-five coaches' associations are members of the National Council.

United States Collegiate Sports Council

The Division of Men's Athletics and the Division for Girls and Women's Sports represent the Association as a member of the Executive Committee of the newly formed United States Collegiate Sports Council. Other organizations on the Executive Committee are the National Collegiate Athletic Association, National Association of Intercollegiate Athletics, and the National Junior College Athletic Association.

The major purpose of the United States Collegiate Sports Council is to administer the role of the United States in the World University Games which is held every two years.

Olympic Tours for Coaches and Athletic Directors

For the past three Olympiads, the Division of Men's Athletics has organized Olympic tours for coaches, athletic directors and their wives and, in most cases, have arranged for graduate credit.

Work has already begun on the arrangements for tours to the 1972 Olympics in Munich, Germany.

Overseas Coaching Project

For the past ten years, the Division of Men's Athletics has had the privilege of screening coaches for the U. S. Department of State to participate in their Overseas Educational and Cultural Presentation Programs. Over 500 coaches and athletic administrators have participated in this project.

Relationships With Other National Athletic Organizations

The Division of Men's Athletics has cooperative relationships with the following organizations:

1. United States Track and Field Federation
2. United States Basketball Federation
3. United States Gymnastics Federation
4. United States Baseball Federation
5. Amateur Athletic Union
6. National Collegiate Athletic Association
7. National Junior College Athletic Association
8. National Federation of State High School Athletic Associations
9. National Association ot Secondary School Principals
10. American Association of School Administrators
11. National Association of Intercollegiate Athletics

Publications

Spectator Sportsmanship

The Officiating Section of the Division of Men's Athletics recommended the development of a publication that would improve spectator behavior at athletic contests. Developed cooperatively with the superintendents, principals, coaches, athletic directors, student councils, players, and officials, the booklet includes chapters on the role that each of these people has in affecting spectator behavior.

Coaches Handbook

This book was written cooperatively with the Florida High School Coaches' Association, the Florida Association for Health, Physical Education, and Recreation and other groups outlining many of the procedures to be followed in carrying out the responsibilities of the high school coach.

Weight Training in Sports and Physical Education

The use of weight training methods for developing athletic skills is widely used as a means of improving athletic performance. The officers of the Division of Men's Athletics believed that weight training procedures were being used indiscriminately to the point of becoming a significant health problem. The Division of Men's Athletics, in cooperation with outstanding research physiologists, medical authorities, and coaches, developed this publication to provide accurate information about training procedures for improving athletic skills.

Organization and Administration of Varsity Lettermen Clubs

High school varsity lettermen clubs that are well organized have helped to interpret the value of sports participation to fellow students and the community. Faculty advisers of varsity lettermen clubs who have developed their groups as service clubs with worthy projects have been encouraged by the response from the faculty and groups for athletics.

Standards for Junior High School Athletics

The Joint Committee on Standards for Interscholastic Athletics of AAHPER, the National Association of Secondary School Principals and the National Federation of State High School Athletic Associations have developed a statement on standards for the organization and administration of junior high school athletics.

Athletics in Education

This publication outlines the role of interscholastic athletics as an integral part of the total educational program. It also serves as a platform statement for the Division of Men's Athletics and represents AAHPER's athletic policy statement.

What Research Tells the Coach About Athletics Series

The Division of Men's Athletics in cooperation with the AAHPER Research Council has planned a series of publications on significant research findings that will be of specific assistance to high school coaches. There are a great number of research studies which are gathering dust on library shelves because it is not practical to expect a high school coach, who has a very busy schedule, to wade through such material in an attempt to uncover research evidence that will immediately affect his coaching and teaching techniques. Therefore, it is the purpose of this project to review briefly those studies that directly affect coaching techniques or athletic administration procedures. "What Research Tells the Coach About Wrestling," "What Research Tells the Coach About Swimming," and "What Research Tells the Coach About Distance Running" are now available. Publications in preparation at this time cover sprinting, baseball, and gymnastics.

Welfare Services

Placement Service

One of the ways that the Division of Men's Athletics can have the greatest impact on improving secondary school and college athletic programs is by recommending outstanding persons to school administrators and college presidents for new positions. Consequently, a placement service was established in the Association to assist school administrators in securing highly qualified personnel.

Hotel Plan

The AAHPER has established a hotel plan whereby members of the Association can get reduced hotel rates at Sheraton and Hilton hotels.

The Division of Men's Athletics has rendered an outstanding service to high school and college athletics during the brief period it has been operating. One of the reasons it has been successful is the assistance of many national sports leaders who have participated in the activities of the Division or served as officers in the Division.

Many high school coaches and athletic directors have worked cooperatively toward the common goal of trying to provide a better sports experience for boys in the schools and colleges of this country.

The officers of the Division of Men's Athletics are anxious to learn how they can be of service to coaches, athletic directors, and school administrators. If there are questions or suggestions, please send them to the Division of Men's Athletics, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.